



*“... inclusive and child friendly education should be seen as:*

- *An approach to whole school improvement that will ensure that national strategies for ‘Education for All’ are really for **all**;*
- *A means of ensuring that all children receive quality care and education in their home communities as part of early child development, pre-school, primary and secondary education programmes, particularly those who are currently excluded from mainstream education or vulnerable to marginalisation and exclusion; and*
- *A contribution to the development of a society that respects and values the individual differences of all citizens. ...” Recommendations of the International Symposium*



# EUNET asia newsletter

Symposium issue April 2006



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## From Civilization and Progress by Rabindranath Tagore

“When I was a child I had the freedom to make my own toys out of trifles and create my own games from imagination. In my happiness my playmates had their full share: in fact the complete enjoyment of my games depended upon their taking part in them. One day, in this paradise of our childhood, entered a temptation from the market world of the adult.

A toy bought from an English shop was given to one of our companions; it was perfect, big and wonderful life like. He became proud of the toy and less mindful of the game; he kept that expensive thing carefully away from us, glorifying in his exclusive possession of it, feeling himself superior to his playmates whose toys were cheap. I am sure if he could have used the modern language of history he would have said that he was more civilized than ourselves to the extent of his owning that ridiculous perfect toy. One thing failed to realize in his excitement - a fact which at the moment seemed to him insignificant - that this temptation obscured something a great deal more perfect than his toy, the revelation of a perfect child. The toy merely expressed his wealth, but not the child’s creative spirit, not the child’s generous joy in his play, his open invitation to all who were his compeers to his play world.”

“National Curriculum Framework 2005,” p.ixx, NCERT, December 2005



Cover Photo taken by Ian Kaplan

Photo taken by Alexander Hauschild

## Editorial: International Symposium - A Glimpse

With this second issue of the EENET-Asia Newsletter we look towards the future for our regions - Building on the first issue of our newsletter launched back in June 2005 as well as on the interactions and recommendations of the International Symposium “Inclusion and the Removal of Barriers to Learning, Participation and Development - Inclusive and Child Friendly Schools Emerging in Asia” held in Bukittinggi and Payakumbuh (West Sumatra), Indonesia, from the 26<sup>th</sup> to the 29<sup>th</sup> of September 2005.

The Symposium brought together policy makers, planners and practitioners from more than 30 countries in Asia and beyond. It was hosted by ten partner organisations, representing; governments; UN agencies; universities and; international non-governmental organisations. Additional support and participation came from many development aid organisations, Indonesian foundations and donor agencies. A unique feature was the extensive team planning for the event and the overwhelming response for participation. Presentations, discussions and recommendations were made on issues ranging from “Developing Inclusive and Child Friendly Schools and Societies”, “Pre- and In-service Teacher Education and Training”, and “Early Childhood Care and Development”, to “The Role of International Organisations in the Implementation of Inclusive Education and Child Friendly Education Programmes”. The symposium recommendations have been included in this EENET-Asia regional newsletter.

*“In some countries, inclusive education is thought of as an approach to serving children with disabilities within general education settings. Internationally, however, it is increasingly seen more broadly as a reform that responds to diversity amongst all learners.”* A quote from Prof. Mel Ainscow, University of Manchester (International Symposium 09/2005)

Developing recommendations that all participants support have proven to be no easy matter. Organisations and individuals wish to see the people they work with and for; persons with disabilities; girls or; the poor specifically mentioned in recommendations, so they are highlighted and not forgotten in the future. Although we understand the sentiment, how inclusive is it? And how do we make sure not having forgotten other groups of children often marginalised and excluded? Reactions from readers on the Symposium Recommendations are welcome and this information (pre- and post Symposium) can be found on: [www.idp-europe.org/symposium/](http://www.idp-europe.org/symposium/)

*“The greatest barriers to inclusion are caused by the society, not by a particular medical impairment. Negative attitudes towards differences result in discrimination and can lead to serious barriers to learning. Negative attitudes can take the form of social discrimination, lack of awareness and traditional prejudices.”* A quote from the opening speech of Prof. Suyanto, Director General for Primary and Secondary Education, Indonesian Ministry of National Education (International Symposium 09/2005)

The editorial team has tried to create a balance of contributions that reflect educational theories and practices from different parts of the region. This second EENET-Asia provides information from Central Asia (Kyrgyzstan) for the first time, while the regional UNGEI (United Nations Girls’ Education Initiative) and (enabling) education in emergency situation also get some special focus.

Voices of children on “What makes a good teacher” and some experiences related to the concept of “Child Friendly Schools - CFS” are part of this second newsletter.

EENET-Asia Newsletter continues to especially receive inputs on education and disability issues, which is an important aspect of inclusive education, while we have to keep challenging each other to look beyond disability at other barriers to inclusive learning and achievement. What do readers think about this?

Furthermore, different terminologies may mean or imply different (hidden) meanings in different contexts or cultures. EENET-Asia Newsletter would like to invite readers to write about this. Similarly, readers are encouraged to read and provide further inputs to the “Food for Thought” reported in this newsletter, which also links our region to East Africa.

The editors wish you pleasant reading and we hope you as readers will contribute to future EENET-Asia Newsletters. For the next Newsletter we especially invite inputs that (1) look at inclusive education from the perspectives of parents, (2) relate to practical examples of CFS developments, and (3) explain about rights-based approaches (linked to the CRC) and its implications for education in different countries.

**Happy Reading!**

**Anupam Ahuja**

**Chinara Djumagulova**

**Els Heijnen**

**Vivian Heung**

**Moch. Sholeh Y.A. Ichrom**

**Terje Magnussønn Watterdal**



Pictures courtesy of (1) Save the Children Sweden in Pakistan, (2) Ian Kaplan and (3) Marc Wetz

## Food for Thought ...

**The EENET Asia Editors**

Challenging our educational thinking, planning, implementing and monitoring/evaluation.

Since the birth of EENET-Asia [June 2005] as a network and regional newsletter, focusing on inclusive- and child-friendly education and therefore on education that is more responsive to the needs of all different learners. E-mail debates, also linking Asia with East-Africa, have highlighted important issues and challenges that all of us struggle with.

Up till now four different ‘Food for Thought’ discussions have taken place, which we would like to share with our readers for their feedback and possible future participation in

these debates - through e-mail or this newsletter. E-mail address: [asia@eenet.org.uk](mailto:asia@eenet.org.uk).

The Food for Thought discussions may deal with practice examples, questions, statements, policies, terminology, and many other issues, brought up by individuals that participate in the network. Every participant is welcome to share his or her topics with others in the network for discussion, suggestions or advice.

### Food for Thought 1:

- The EENET-Asia newsletter has received relatively many inputs on inclusive education (IE) linked to disability and special needs. This has generated

questions for all of us. Is this how most of us perceive inclusive education? Should we not challenge mainstream education systems to seek out and bring all school-age children into school (and we have many out-of-school children in Asia for reasons beyond disability or special needs)? Should we not challenge mainstream education systems to acknowledge, respect and respond better to different needs and diversity in general?

- Why do special education departments and disability organizations only focus on supporting (including) children with special needs? How inclusive is that? How inclusive is our own thinking and planning if we cannot think and plan beyond our own box?
- Is 'special needs' a new negative label? Even when in mainstream schools these children are still considered 'special needs' children and treated differently. How useful are labels, especially for teachers, as these labels say little about *how* to teach these children? Such labels may also generalize too much, while, the group of children with disabilities or special needs is as diverse and different as other groups of children.

#### Food for thought 2:

For this round of discussions the following questions were asked:

- Should we advocate for 'financial incentives' for teachers and schools to be able to transform present education programmes/systems into more *inclusive* programmes/system?
- Should we advocate for *specialized training* for mainstream teachers to make inclusive education part of the regular education programme/system?
- Should inclusive mainstream schools (in development) have *separate budgets* from other mainstream schools?

#### Food for Thought 3:

- It may be difficult at times to find a balance between thinking 'inclusive and rights-based' while at the same time keeping a focus on the work one can do as an organization or group of people. Thinking in terms of equal rights and

universal values tends to bring up new questions all the time. We often limit ourselves to look at the problems of one group, without trying to do a wider rights-based situation analysis that identifies root causes for discrimination and exclusion in general. We may have to look at inclusion as the right to non-discrimination, which applies to every human being! Maybe we need to advocate for a more positive approach towards difference and diversity, as something positive rather than as an obstacle, making education more meaningful and interesting.

- Another important issue is the voice of children/youth. Where are the children in these debates? Do we ask for children's opinions on these and other matters affecting their lives? Would that not be a necessary and integral part of inclusive education?

#### Food for Thought 4:

- Private schools are coming up rapidly in all countries in Asia. Is this good or bad for inclusive developments? Can private schools be inclusive schools if they prevent the poor from access to quality education? How inclusive are private schools inside the classroom, for example, with poor achieving students?
- Different education systems/programmes in the Asia region may also have to start looking into gender issues focusing on non-performance, repetition and dropping out of boys. How do different countries deal with this and what is being done to maintain a gender balance in education in general?

Different people from all over the region have provided their feedback and inputs for these debates. We would like to continue these discussions and invite readers to join. Our readers are invited to provide contributions for the next newsletter on the different issues that have come up in 'Food for Thought' 1 to 4. 'Food for Thought' 5 is coming up very soon too. Let us hear from you and from the different parts of our region and learn together from each other.

# What is in a Name? Labels and Terminologies Regarding Disability and Special Educational Needs: A Continuing Concern

A Team Effort

No two individuals are alike and differences among adults and children are common. This is an acknowledged fact, but an issue of concern is how do we look at differences and what language do we use to describe them? You will recall that in the Inaugural issue of EENET ASIA we had included an article on “**What is in a Name.... Labels and Terminology Regarding Disabilities and Special Education Needs.**” focusing on the importance of using appropriate, respectful terminology.

Discussions are held around the world for finding, accepting and using appropriate terminology. One such discussion took place in August 2005 at the Glasgow EENET Pre-Congress Meeting at ISEC (Inclusive and Supportive Special Education Congress). The main aim of the meeting was to review EENET’s current activities and discuss possible future scenarios. The inaugural issue of EENET ASIA was also launched at this meeting.

Discussing the terminology issue the speakers at the meeting highlighted:

- The importance of finding and using appropriate terminology,
- Being aware of national contexts and determining which words or phrases are most appropriate in each context.

In order to promote this debate, and flag the issues of concern in our Asian context we decided to explore further and seek views from people working in the field. Questions were asked and interesting responses received from South Asia (Pakistan), Southeast Asia (Indonesia, Cambodia) and Central Asia (Tajikistan and Kyrgyzstan). The salient issues raised in the responses received are highlighted.

*QUESTION: What is the terminology being used in your national context, to refer to groups of children who contribute to the diversity in the learning settings?*

## **Sectoral considerations governing terminology**

In **Cambodia** the terminology used to refer to groups of children contributing to diversity varies somewhat depending on the sector in question. The Ministry of Education, Youth and Sport for instance, speak of; ‘vulnerable children’ and ‘children with special needs’ whilst the social sector including the Ministry of Social Affairs; Veterans and Youth Rehabilitation, the ministry whose remit specifically includes that of disability, uses commonly used donor terms such as ‘children at risk’ and ‘children in difficult circumstances’. A variety of terms commonly used elsewhere are also encountered in Cambodia, both in some of the written documents available, in meetings and discussions etc.

In **Indonesia** the Ministry of National Education uses ‘extraordinary children’, ‘children with disabilities’ and ‘children with special needs’ whilst the social sector including the Ministry of Social Affairs, also uses ‘vulnerable children’ and ‘children with social problems’. In the Indonesian Ministry of National Education very often children with disabilities are categorized using the alphabet from ‘A to Q’. (A is used for children with visual impairment, B for children with hearing impairment, etc.)

In **Kyrgyzstan** the Ministry of Education uses ‘children with physical and intellectual impairment’ while the Ministry of Labour and Social Protection ‘children with disabilities’ and just started uses terminology ‘children at risk’ concerning of children with different social problems. (Under these two Ministers we have special schools and institutions according to the impairments. ‘Children at risk’ are those who are not attending any school due to different social problems.)

## **Misleading and inappropriate terminology**

“In Pakistan in my opinion the terminology

used to refer to some groups of children is misleading and inappropriate. For example children living in rural and remote areas are referred to as 'underprivileged'. Many efforts by NGOs and Government in the form of special residential schools, and other incentives tend to inadvertently exclude them from the mainstream. Are the children underprivileged or are the circumstances in which they are living 'disadvantaged'? It is a known fact that many children in **Pakistan** are engaged in labour. There are certain industries and work places for which entrepreneurs consider children as the best workers. These include the carpet-making industry; garages and small restaurants, shoe polishing, begging, etc. One third of the population in Pakistan lives below poverty line, and many income-poor parents have no choice other than pushing their children into labour. The entrepreneurs fully exploit their circumstances. The terminology used in Pakistan for children involved in child labour is 'working children'. When translated the term is meant to convey a positive loaded interpretation implying a meaning conveying that children are working out of choice and are contributing to the national development.

Again there are some children who are overlooked. For example girls in rural areas of Pakistan are least talked about and are often deprived of their basic rights. They have limited access to education, health, and clean water, play facilities, etc. The terminology used implies that they are a burden and are non-contributing members of society."

### **Historical influence on terminology**

The use of terminology is influenced by history and in many countries in Central Asia previously under the Soviet regime, disability was treated as a medical condition, which required children to be separated from others and receive specialist treatment. The perception that disability needs to be cured, and that children with disabilities are unable to learn alongside their peers without disabilities, is still reflected in the current educational legislation. Children with disabilities are mostly placed in institutions away from their

families and communities. "Actually in our context -unfortunately we still use the term 'Defectology' because it is a part of our inherited education system."

*QUESTION: Does the term/terminology have a negative connotation?*

Most terminology in use is not considered to have any particular negative connotation within **Cambodia and Indonesia**. However within the many different cultural contexts in Indonesian in some cultures the terms do tend to carry negative connotations. Again within Khmer culture these terms, with an inadequate description, might serve to conjure up images of children who are 'special', 'different' or 'not normal'. It is also interesting to note that when translated into Khmer the term 'special' and hence 'special needs' the Khmer words used, are spoken in a different quality of voice to usual speech. Caution is needed when first introducing these words to ensure that a full and accurate understanding is reached.

In **Tajikistan** like in many other Central Asian countries there is a negative connotation related to the term 'defectology'. The Commission for Classification decides on educational placement and institutionalisation of children. The focus is on the medical assessment of children often just highlighting what they *cannot* do.

In **Pakistan** the terminology in use evokes a kind of - 'special children'. There is clearly an inadequate understanding of the fact that there is a need to give ALL children equal rights, support, respect and not just sympathy.

*QUESTION: What would be the closest English translation to the terminology in use?*

The English translations of the Khmer words used to describe the above terms are reportedly, close to the original terms. In Khmer and Bahasa Indonesia many more words are frequently needed to adequately describe concepts.

**QUESTIONS: *Is it difficult to translate terms such as inclusion, enabling education and marginalised in the national language?***

“There is no particular difficulty in translating the above terms in Bahasa Indonesia. However the translated words can be quite lengthy”. “In Central Asia we find it difficult to translate the terms in the national languages. There is a lack of understanding also reflected in writings as we see the translations incorrectly referring to children with physical and intellectual impairment”. “The translation of inclusion in Urdu language is ‘Shamooliyat’. However there is no exact translation for ‘Enabling’ and ‘Marginalised’ in Urdu and a combination of more than one word is often used.” “Of the terms mentioned the termed ‘marginalised’ is potentially problematic in Khmer culture, given that culturally the term is associated with persons who ‘easily encounter failure in their life’”.

“Consideration of the terminology used in Cambodia, and their interpretation, continues to highlight the importance of working ‘from where people are’ in terms of giving explanations of these terms. This is critical to ensure that accurate understandings are reached and that widely held, related cultural assumptions are sufficiently addressed. In so doing we work towards enabling people to ‘construct’ accurate understanding of these terms that

are also, importantly valid in their own context.”

The above responses clearly indicate that cultural contexts govern the use of terminology. We cannot lift and transfer as such, rather we need to learn by comparing experiences, and determining which word or phrase/ phrases are most appropriate in each context. We would like to continue these discussions and invite other readers to provide their views.

The above write up has been prepared by **Anupam Ahuja** with inputs from:

**Mr. Parvez Pirzado**, Pakistan; email: [parvez.pizado@aku.edu](mailto:parvez.pizado@aku.edu), Aga Khan Institute for Educational Development, Karachi

**Education Team at Disability Action Council**, Cambodia; email: [vichetra@dac.org.kh](mailto:vichetra@dac.org.kh) or [sineadquinn@dac.org.kh](mailto:sineadquinn@dac.org.kh)

**Mr. Budi Hermawan**, Indonesia, email: [budih1968@yahoo.com](mailto:budih1968@yahoo.com), ICRAIS

**Ms. Janiee Goedkoop**, Tajikistan, 734025, email: [office@scuk.tj](mailto:office@scuk.tj), 1 Proezd, 14 Shota Rustaveli Dushanbe Tajikistan

**Ms. Chinara Djumagulova**, Kyrgyzstan, email: [chinara@scuk.kg](mailto:chinara@scuk.kg), 27 Logvinenko str. Bishkek 720040, Kyrgyzstan

## Let this Happy Childhood Last

**Elmira Sherikbaeva**

To make schools really open to all, we need to change culture, policies and practices of school life. The Index for Inclusion (Bristol Inclusive Education Study Centre-UK) helps us to achieve this. It is important to make the strategic school development plan inclusive. It enables schools to change, and experience indicates that they do so readily. They can influence the experience of students and staff through the creation of cultures in which everyone is respected, and policies and practice that are supportive for all students so that they can learn and participate along with their peers.

The Index for Inclusion enables schools to consider various aspects of school development, from improvement of relationships between staff and students to policy development for inclusion, improved assessment systems, classroom location planning and teaching learning methods. The Index for Inclusion is the connection between three aspects that could be used in making changes to the strategic school development plan.

- Creating an inclusive culture
- Development of inclusive policies
- Introduction of inclusive practices

To create an inclusive culture and develop inclusive policies and practices in schools, coordination groups may have to be formed to help facilitate school reform. It is important that such a group reflects the gender and ethnic composition of schools. It may include parents and child care-givers, students, educators or and non-teaching staff. Thus, for example, in Tantarov School a coordination group was formed of 20 persons, including teachers, students, parents and other community members.

Articles 28 and 29 of the UN Convention on the Rights of the Child state that every child has the right to education and that education must enable the child to develop his/her abilities and talents. However, there are children who are not going to school or kindergarten, who are not playing with their peers and who develop in a different way or at a different pace than most other children. These children, because they are perceived to be 'different' are often forced to stay at home due to old-fashioned beliefs 'prohibiting' them from learning, playing, laughing and being together with other children. This is why members of the inclusive education coordination group wanted to have a discussion with and about child rights. On December 9, an event was held in Tantarov Boarding School of Uzgen Rayon (district) titled 'Let this Happy Childhood Last'. The main goal of the event was to draw attention of teachers and children to the problem of children marginalized and excluded from schools and communities. At the event, different groups of children made presentations where they illustrated the importance of education for ALL children. Particularly, they noted the right of children with special needs to education and full participation. Children from grades 5 to 11 staged plays, emphasizing the importance of education for ALL children and the role parents and children can play in the teaching and learning process. The children explained that often it is grownups that hold negative

attitudes, while children only imitate them. The event was the first step made by our coordination group. After this, the group members plan to interview children using a questionnaire. The intention is to try to identify the main directions for improvement, as our major goal is to make school accessible and open for ALL children. The interviews will take a week. Based on the results, we will prepare proposals for our school administration. The coordination group will clearly identify the priorities as proposed by parents, staff and students and it will present these proposals to include them in the strategic school development plan.

The coordination group will be fully responsible for implementation of the 'priorities' and ensure the accountability of the process. Information on progress will be distributed through school bulletins or brochures. Further implementation of proposals will be carried out in cooperation with teachers, students and school administration. Making our school accessible and open for all requires the participation and involvement of all of us.



Photo Courtesy of Save the Children UK, Kirgizstan

Elmira Sherikbaeva, coordination group member, Tantarov Professional Development School. Email: [project@oshmail.kg](mailto:project@oshmail.kg) or: Tantarov Professional Development School; 11, Shamsinskay Str.; Kurshab Village; Uzgen Rayon; Osh Oblast; Kyrgyzstan

**“A Child-Friendly School Respects diversity and ensures equality of opportunity for all children (e.g., girls, ethnic minorities and working children, children with disabilities, AIDS-affected children)”**

Sheldon Shaeffer (09/2005, International Symposium - Indonesia)

## The National Curriculum Framework 2005

The National Curriculum Framework (NCF 2005) has been recently published by the National Council of Educational Research and Training, New Delhi, India. It aims at enriching the curriculum so that it goes beyond the textbooks and make examinations more flexible. It is based on the guiding principles of linking knowledge to life outside the school and ensuring that learning is shifted away from rote methods. The NCF 2005 advocates for teaching through the mother tongue, infusion of peace oriented values in all subjects, participatory management of schools, inclusion of human rights, primacy of active learner, fostering creativity and introduction of topics like HIV/AIDS. It owes its present shape and form to a flurry of ideas generated through a series of intensive deliberations and contributions from eminent scholars from various disciplines and several stakeholders at various levels. Some excerpts follow.

### **Why should stereotypes persist?**

A matter of serious concern is the persistence of stereotypes regarding children from marginalised groups, including children belonging to scheduled tribes and scheduled castes, who traditionally have not had access to schooling or learning. In India some learners have been historically viewed as uneducable, less educable, slow to learn, and even scared of learning. There is a similar stereotype regarding girls, which encourages the belief that they are not interested in playing games, or in mathematics, and science. Yet another set of stereotypes is applied to children with disabilities, caste and physical and intellectual disability perpetuating the notion that they cannot be taught along with other children. These perceptions are grounded in the notion that inferiority and inequality are inherent in gender caste and physical and intellectual disability. There are a few success stories, but much larger are the number of learners who fail and thus internalize a sense of inadequacy. Realising the values of equality is possible only if we

prepare teachers to treat children equally. We need to train teachers to help cultivate an understanding of the cultural and socio economic diversity that children bring with them to school.

Many of our schools have large numbers of first generation school goers. Pedagogy must be reoriented when the child's home is unable to provide the required direct support to formal schooling. First generation school goers, for example would be completely dependent on the school for inculcating reading and writing skills and fostering a taste for reading, and for familiarizing them with language and culture of the school, especially when the home language is different from the language of school. Indeed, they need all the assistance they can get. Many children are also vulnerable to conditions prevailing at home, which might make them prone to lack of punctuality, irregularity and inattentiveness in the classroom. Mobilizing inter sectoral support for freeing children from such constraints and for designing a curriculum sensitive to these circumstances therefore is essential.

### **Common Sources of Physical Discomfort in School**

- Long walks to school
- Badly designed furniture that gives children inadequate back support and cramps their legs and knees
- Timetables that do not give young children enough breaks to stretch move and play, deprive older children of play, encourage girls to opt out.
- Especially for girls, the absence, of toilets and sanitary requirements
- Corporal punishment- beating, awkward physical postures.
- Lack of basic infrastructure, including support books for reading and writing
- Heavy school bags

Adapted from "National Curriculum Framework 2005," p.13 and p.23, NCERT, December 2005, webpage: [www.ncert.nic.in](http://www.ncert.nic.in)

# ILO Study on Attitudes to Child Labour and Education in Indonesia

Alan Boulton and Patrick Quinn

According to government data, some 4 million children in Indonesia between the age of 13-15 are not attending school and 1.5 million out of school children between the ages of 10 and 14 are in the workforce. Some of these children are at risk of becoming involved in exploitative or dangerous work.

Within the framework of an ILO project of support to the Indonesian National Action Plan for the Elimination of the Worst Forms of Child Labour, the ILO is presently working with partners in seven provinces to try to tackle the worst forms of child labour.

To support this work the ILO recently commissioned a major survey on attitudes to child labour and education. The survey was conducted by Taylor Nelson Soffres (TNS), a leading market research company, and looked at 1200 households across six districts/municipalities in five provinces. The target group was poorer households with children of junior secondary school age, as these children are the most likely to become child labourers.

Some of the key findings of the survey were:

- 19% of school age children below 15 were not attending school.
- The average costs of keeping one child in elementary school and one in junior secondary school for one year (including transport and uniforms) can be equal to between two to three months gross salary at the level of the provincial minimum wage.
- 71% of respondents whose children were out of school cited costs of education as the main factor.
- Only 50% of respondents knew that the government's policy is for all children to complete school for nine years to the age of 15. 39% thought it was six years (completion of elementary education).
- Despite cost factors there is a high

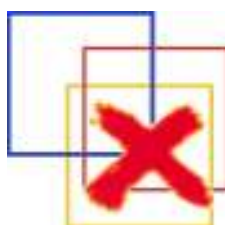
commitment to the idea of education. This implies that if cost issues could be addressed then education participation would increase.

- 61% of respondents thought it acceptable for a child below 15 to work 4 hours or more per day, whilst research suggests that such hours reduce school attendance significantly.
- Whilst the vast majority of respondents agreed that children below 18 should not be allowed to work in illicit sectors, the numbers were much smaller when it came to sectors regarded by the law as hazardous.

The ILO plans to use the information gathered from the study to help develop awareness raising campaigns in the key areas of its project activities. Together with other programme interventions the aim will be to reduce child labour and to increase education participation.

At the national level, this study, which has attracted significant media attention, will also be of interest to the broad community of stakeholders concerned with Indonesia's national development. Government, workers' and employers' organisations, international agencies, non governmental bodies and all others concerned with promoting greater access to education and tackling child labour will find the study of interest. We hope that it will contribute to the shared goal of promoting education for all children.

For more information about the study please contact Mr. Patrick Quinn on: [quinn@ilojkt.or.id](mailto:quinn@ilojkt.or.id) or: ILO Office Jakarta, Menara Thamrin, Level 22, Jalan MH Thamrin Kav.3, Jakarta 10250, Indonesia



International Programme on  
the Elimination of Child Labour  
ILO-IPEC

# Children of a Destroyed Paradise: Can We Take Education to Them?

Shyamol A. Choudhury and Team

Courtesy of Save the Children Sweden, Pakistan



Overshadowed by decades of conflict Kashmir may long have lost its reputation as the 'Paradise of Earth.' However, its unparalleled natural beauty was stretching beyond its boundary into the North West Frontiers Province of Pakistan - That scenario also changed on the sunny morning of 8th October 2005.

Paradise destroyed! Balakot, Muzaffarabad, AJ Kashmir - all turned into debris. It is hard to believe what it looks like now - as if thousands of mighty monsters played a cruel game of 'bulldozing' changing the area into a valley of death! Thousands of bodies are under the wreckage. In Balakot a mother was sitting on the demolished building. As we walked over the wreckage - the mother screamed: "No - oh don't... go away - don't disturb my baby - she is sleeping here!!"

Many of the child survivors witnessing the death of their families, friends and relatives - have themselves been injured or disabled. Their mental distress and trauma need to be responded to and reduced. Along with survival and protection care - revival of education, complimented by psycho-social rehabilitating activities, emerged as a matter of urgency.

But in such emotionally charged context, bringing normalcy to the lives of those who survived the catastrophe is not an easy job. Save the Children Sweden (SCS) in Pakistan tends to adopt a sustainable

development approach. It maintains that in the reconstruction and rebuilding of lives and livelihood, community participation and engagement is non-negotiable. This article describes how we are taking a community based (including participation of children) approach to reviving education.

## Education as the priority?

The magnitude of the earthquake was devastating. At least 17,000 students were killed in collapsing school buildings. Most of the victims were 4-16 years old, i.e. primary- and secondary school students. 450,000 aged between 5-9 years require immediate access to primary education. Yet, the quake also destroyed or damaged beyond repair more than 10,000 (90% of the total) of the schools in the affected areas. Also teachers suffered multiple losses and the teachers and students who survived are traumatized by the death of many of their pupils, family and friends.

Prior to the earthquake, access to quality education, especially for girls and other disadvantaged groups, was very limited. The post-earthquake situation therefore opened a window of opportunity to make education more qualitative and inclusive, especially for children with disabilities, including those disabled as a result of the earth quake.

We took this as an opportunity for immediate resumption of education activities in safe, protective and inclusive environments, thereby helping to create a sense of normalcy and routine. Our team chose to work with the community as well as the Government by complimenting its efforts to revive education in the government schools that were destroyed. We decided to supply basic materials to administrative aid, along with working with the government to aid planning and coordination of the emergency response. Working within the ravaged villages where survivors are still staying, emerged as a challenge. We saw a school-teacher still

searching for the dead bodies of his lost daughters. Harsh weather conditions, freezing cold, heavy snowfall, landslides, lack of communication due to geographical location, frequent aftershocks that continued to kill people, diseases caused by the cold and water polluted by the bodies of animals are now the common phenomenon that followed the earth quake. People were preparing for a second wave of death - which seemed to be inevitable as the winter approached. From November through to March this part of Pakistan experiences a 6-10 feet snow-fall. Shelter, food, security and medical treatment therefore came as top priorities. Survivors were desperate to secure the essentials of survival for their children and families. To them, education and psycho-social activities were understandably less of a priority. The uncertainty inflicted by the impending threats contributed to a lack of confidence and hope in people's minds. They still were driven by the nightmare of death. This is particularly the case given that even in normal situations of typical winter snowfalls, schools close since it is dangerous for children to wade through the snow-covered, slippery narrow mountain paths during that part of the year. The community therefore did not show much interest in constructing schools before the winter was over.

But it was imperative for us to enable people to foresee the broader scenario and to prepare for that. For we believe that quality education also entails psycho-social activities-with view to gradually bring children back to normal daily routines by enabling them to overcome trauma. SCS assumed that opportunities for education would encourage families to stay in their locality and rebuild their lives and livelihoods. But to generate such activities children would need a safe place to be, speak out, play, do drawings and paintings, and, of course, study. Once the 8 foot layers of snow cover the valleys, children will be left without access to outside interaction, recreation and of course education. Such a situation is bound to increase levels of mental stress and depression for both children and adults. This would impact how adults and children interact and could increase the chances of

physical and psychological punishment or abuse. Though the community participated in education provision by creating inclusive and protective learning environments, to enable the community and the teachers to work with all children, alternatives to abusive punishment and health and hygiene education were important other objectives.

Our community mobilizers were intensely engaged in motivating the village committee to construct schools. As an extension to the main school structure, a small room was also constructed as Child Development Centre for psychosocial support, safe play, and linking the out-of-school children with school. In all motivational discussions with the community the SC team made efforts to involve girls and boys. The team was conscious not to work with children in isolation of their families, neighborhoods and the community at large. Girls, boys, youth and elderly people taking part in constructing a children's health unit in the Kary village in Siran Valley. The women prepared the mid-day lunch for all those working.



Courtesy of Save the Children Sweden, Pakistan

As a policy we do not provide the finances for the land-nor for the school structure, or the labour. We provided some CGI sheets to cover the school structure once it has been constructed by the villagers and the materials for psycho-social activities and supports a female psycho-social teacher (who is also recruited from the village). SC supports her training so that she can generate and facilitate the activities for quality education and psychological support. Our team and the Social Animators continuously work to mobilize the community to re-construct the school. It is

an intense engagement at the grassroots level. Yet we should not overlook the real possibility that the man who is going to donate his patch of land for a school, may be a father whose own child is now sleeping under the debris of a destroyed government school. Does he need to build a school? How do we approach him? Yes, such fathers are taking spades into their hands to construct a school for other children.

Conclusion: Thus keeping community mobilization at the core we have been closely working with the District Education Department and other actors in the field. Empowerment of sections of the society like the marginalized, the poor, women, girls and boys, by strategically addressing the power structure it tends to build a community owned inclusive education structure with equal access to all. This approach, though with many challenges - has gained appreciation of different quarters, and had made some progress. Some schools are already built - you can enjoy the enchanting girls and boys - playing around, coming back to study. But

many hundreds more remain to be built. There is still a long way to go ...



Courtesy of Save the Children Sweden, Pakistan

Shyamol A. Choudhury and the support team: Sadaqat Shah Roghani, Samreen Murtaja, Inamulla Zia Uddin, Ghulam Qadri can be contacted via e-mail : [shyamdachoudhury@yahoo.com](mailto:shyamdachoudhury@yahoo.com), Fax: 091-5840349 or mail: Save the Children Sweden, Pakistan Program, 60-C (5), University Road, University Town, Peshawar

## Towards Inclusive Education in Indonesia

Moch. Sholeh Y.A. Ichrom

A part of a butterfly's head stuck outside its cocoon. Though it was only a small part, its beauty was nevertheless clear for all to see. This may serve as a metaphor for inclusive education in Indonesia up to this point.

When inclusive education was introduced it was perceived by many as a cocoon consuming the leaves, fruits and the tree of special education. The idea of inclusion therefore faced considerable scepticism and resistance; some argued that;

- It was merely another word for integrated education, a concept that has long been implemented in Indonesia;
- It would take away jobs from special education teachers;
- The education policies and regulations would make it impossible;
- The transition from special or segregated education to inclusion was too difficult;
- It can only be applied in the country

where there are merely a small number of students in each class which makes it possible to provide individualised learning and not in Indonesia since the class sizes are big;

- It can only be applied in the country where sufficient professional teachers are available; Indonesia is still struggling with the quality of its teachers', and that;
- Inclusion depends on high teachers salaries (which it's contrary to the situation in Indonesia).

However, after awareness meetings, workshops and discussions many realised that;

- Inclusion and integration are conceptually different;
- The concept of inclusion is closely related to many of the values already found in the Indonesian society;
- More teachers with knowledge and experience related to children with special

educational needs will be needed in future - Support teachers and children in inclusive schools;

- The transition from segregation to inclusion might be difficult, but that it is the only way we can reach the goal of education for all;
- Inclusion can be successful in schools with large classes;
- Our teachers can become good teacher; but we need to trust and empower them;
- All of us would like for teachers to get higher salaries, but we must not forget that some of the best teachers are found in low income village schools.

The national motto of Indonesia is 'Bhineka Tunggal Ika' or 'Unity in Diversity' reflecting century-old inclusive values. Religious teaching, tolerance and respect for individual differences have been part of the Indonesian character for hundreds of years. These teachings include the concepts and gives practical guidance to learning mathematics, natural and social science, languages, vocational training and physical education. The abundance of cultures and the rich natural environment are other elements helping many of our colleagues in Indonesia to embrace the concept of inclusive and child friendly education.

Concrete results of the dissemination process have started to appear. The government has issued laws, regulations, made policies, plans and programmes and has even made funding available to support the implementation of inclusive education in Indonesia. The change of status from a sub-directorate for special education to a directorate with responsibility for inclusion and special education has helped accelerate the dissemination process of inclusion. Nine resource centres supporting inclusive and child-friendly practices in schools have been appointed. Even if they have different capabilities to implement the programmes they are still vital instruments in the process towards inclusion. On the university level, a graduate programme on inclusion and special needs education at UPI Bandung was launched in 2003. It is currently the most popular of all the graduate programmes at that university.

Plans for other innovative programmes on inclusion are currently being developed at University of Sebelas Maret in Solo and Padang State University in West Sumatra. The multi level training programmes for education officials, lecturers, teachers and education activists at provincial and district levels are expected to become major vehicles for change towards inclusion throughout the nine target provinces. The training focused on empowerment of key stakeholders, encourage independence and strengthen the link between inclusion and the conditions in the local communities.

The Indonesian Declaration 'Towards Inclusive Education' or the so called Bandung Declaration clearly stated the moral commitment of the participants to implement inclusive education. The comprehensively adapted version of 'Embracing Diversity - Toolkit for Creating, Learning-Friendly Environments' was launching by the Indonesian President, Susilo Bambang Yudhoyono on National Education Day 2<sup>nd</sup> May 2005 and has been distributed to hundreds of schools throughout Indonesia and East-Timor.

In September 2005 more than 500 participants from 30 countries attended the International Symposium on Inclusion and the Removal of Barriers to Learning, Participation and Development in Bukittinggi and Payakumbuh, West-Sumatra. Indonesia was proud to host this landmark event. The Recommendations from the Symposium will further strengthen the development towards inclusion throughout the country.

Much has happened since the idea of inclusion was launched in 1999 but still just a small part of the butterfly is visible, its beauty can be seen, but its true splendour is yet to be revealed. It is now time for the butterfly to crawl out of its cocoon, reproduce more of its kind and fly throughout the country and beyond.

Moch. Sholeh Y.A. Ichrom can be contacted at: [Universitas Sebelas Maret, Jl. Ir. Sutami 36A, Surakarta, Jawa Tengah](http://Universitas Sebelas Maret, Jl. Ir. Sutami 36A, Surakarta, Jawa Tengah); email: [msyai@idp-europe.org](mailto:msyai@idp-europe.org)

# Opportunities for Vulnerable Children: Early Intervention and Education

David Spiro

**Early identification and early intervention and education of children with visual impairment help to improve and sustain access to school! The key to the HKI approach in implementing the Opportunities for Vulnerable Children (OVC) project has been collaboration. The process of developing inclusive systems must itself be inclusive.**

When implementing inclusive education, it is crucial that children who are marginalized or excluded are recognized and sought out. However, ensuring equal access to education requires more than just enrollment.

An inclusive system also seeks to provide essential support and services where and when needed. Essential services include itinerant teachers, classroom materials and devices as well as counseling. Support services may include safe transportation, materials to be used in the play-group or classroom and training teachers or parents in Braille. This article focuses on our experience in early intervention and education as an essential service to children with visual impairment in Jakarta, Indonesia.

## **Why Early Intervention and Education?**

For children with visual impairment, as with all children with more individualized (learning) needs, early intervention and education plays a critical role in a child's possibility to communicate, learn, become socially active as well as independent and improve the overall quality of life now and later in life.

In the case of a child with visual impairment, key elements of early intervention include learning and training in the following areas:

- Active daily living skills
- Orientation and mobility
- Early tactile, pre-Braille and Braille skills
- Improving communication skills
- Time management and daily routine activities
- Continued home learning: Parent and family participation
- Independence and choice activities
- Developing and improving interaction and communication

All such activities must be planned for the home environment in cooperation with parents and other family members. Learning these skills will prepare a child to participate and interact with both his/her siblings and peers. By fostering these through encouragement and supportive approaches, children, their families and communities realize a child's potential earlier, allowing the child to increase his/her participation in the community, increasing independence and opportunities for the future.

Early intervention and education must take individualized approaches, in order to allow each child to enhance or discover his/her abilities at his/her own pace.



Photo Courtesy of Helen Keller International, Indonesia

Early intervention and education seeks to promote and facilitate this process by providing a stimulating environment that encourages growth and learning.

### **The Jakarta Experience: Development through Collaboration**

The approach has combined, (1) policy development, (2) identification of children, (3) specifically designed classrooms, and (4) upgrading of teachers. These activities and its progress have required a close group of collaborators. Key partners have been: United States Agency for International Development (USAID); Indonesian Ministry of National Education; Provincial Education Department of DKI Jakarta (PDOE); Hilton Perkins International Program; University of Indonesia, Faculty of Psychology (UI); State University of Jakarta (UNJ); Rawinala Foundation for the Deaf-Blind; International Council for Education of People with Visual Impairment (ICEVI); Singapore School for the Visually Handicapped; and individual families and advocates.

1. Policy Development: In partnership with MONE and PDOE, the program was able to allocate 7 full-time teachers to the Early Intervention Program, with 3 additional teachers from the Rawinala Foundation. The teachers constitute the core personnel working with the students. This was a challenge as Indonesia does not currently provide kindergarten or pre-school programs as part of its 9-year Basic Education Platform, which begins at the age of 7. Government policies were either amended, changed or rendered flexible by the government in order to facilitate this program, and may as such influence future (inclusive education) policy development. To ensure sustainability, policy changes must be sought to create a legitimate platform for government services to build upon.

2. Identification of children: In partnership with UNJ, HKI could use field workers as well as community – and neighborhood leaders to identify children who are blind or have low vision, who are not enrolled in schools in their neighborhoods. According to the MONE “National Plan for Education:

Education for All,” only 49,647 of an estimated one million plus children with a disability have access to education. This underlines the need to identify children in their communities with visual impairment as well as other excluded children.

3. Classrooms: In partnership with MONE and PDOE, HKI acquired a building that was rebuilt and renovated into an Early Intervention Center and Education Centre. Recently, HKI and partners opened two new satellite centers that extend services to other parts of Jakarta.

4. Teacher Training: In partnership with the Hilton Perkins Program, HKI developed 18-month training modules for newly assigned teachers. Trainings are implemented by HKI and the Hilton Perkins International Program in Jakarta every 9 months, with monitoring and evaluation periods in between. These trainings have focused on developmental abilities, individualized education techniques, curriculum development, and maximizing the newly developed Early Intervention and Education Center.

### **The present situation**

In 2003, between 5 and 8 children with visual impairment were enrolled in early intervention and education program at various times. Currently, 44 are enrolled in the program, including both part-time and full-time students. Another 11 children are on the waiting list and 26 are going through the assessment / enrollment process. In 2006, HKI plans to work with partners to expand early intervention and education services with the launch of 2 more satellite centers, the introduction of home visits, and the addition of over 25 teachers, teacher’s assistants and student teachers to both the early intervention, education and support services program.

David Spiro is OVC Program Director with Helen Keller International - Indonesia. He can be contacted at: Helen Keller International, Jl. Bungur Dalam 23 A-B, Kemang, Jakarta 12730, Indonesia  
Web: [www.hki.org](http://www.hki.org)  
Email: [dspiroy@hki-indonesia.org](mailto:dspiroy@hki-indonesia.org)

## One in Ten!

**Charlotte Vuyiswa McClain-Nhlapo**

*Two ants do not fail to pull a grasshopper - Swahili Proverb (cooperation can get things done).*

The relationship between accessibility and education is strong. For many children with disabilities inaccessible environments and education systems mean never getting an education. A cycle of discrimination is at work here: children with disabilities are excluded from the education system leaving them, illiterate, socially excluded unemployable and destined to a life of poverty. According to the review of the Agenda for Action for the Asian and Pacific Decade of Disabled Persons, less than 10% of children and youth with disabilities have access to any form of education. While this cycle of discrimination is experienced by children with disabilities, it is a cycle experienced by many other children.

The faces of exclusion are often those of children who have never attended school and those who have dropped out, many often have a learning disability. They are children who have accessed inappropriate education for children categorized as having “special needs” they are the children who have no support available outside the system.

This brings us to the scene of exclusion. The scene is often characterized by inequalities in society, lack of access to basic services and poverty which place children at risk. Inadequacies and inequalities in the education system and its contribution to learning breakdown are most evident in areas which have the lowest level of basic service provision, i.e. in rural villages. Violence, armed conflict and abuse in societies has had an enormous impact on a significant number of children in terms of their ability to access education. Increasingly we are seeing that HIV/AIDS is another factor that contributes to education exclusion and continues to place large numbers of learners at risk. Natural disasters, like the recent earthquake and the Tsunami are also factors that need to be considered.

Then there are attitudinal barriers. These negative attitudes towards differences and the resulting discrimination and prejudice in the society manifest themselves as serious barriers to learning. In addition, in many countries the curriculum does not meet the needs of a wide range of different learners.

Another issue is governance and school management. Centralized education systems are generally restrictive inhibiting change and initiative. Also often, the legal responsibility for making decisions is located at the highest level and the focus of management remains oriented towards employees complying with rules rather than on ensuring quality service delivery. Many of the school management boards are not reflective of the diversity of the communities in which they are located. Finally, teacher training tends to be fragmented, uncoordinated, inadequate, unequal and often inappropriate to the context. Little or no training and capacity building opportunities exist for teachers and community resource persons. Many of these barriers can be overcome by policy, better planning, teacher training, empowering parents and making structural modifications. Making schools accessible does not need to be expensive – rather, it requires awareness, planning, and vigilance to ensure that resources are not expended in a manner that constructs societal barriers. Research has demonstrated that the cost of accessibility is generally less than 1% of total construction costs; however, the cost of making adaptations after a building is completed is far greater. Fears about the cost of accessibility are typically based on lack of knowledge and experience and inaccurate estimates of the actual cost of construction. In fact, perhaps the most important reason for unnecessary increased costs is not taking accessibility into consideration from the start of designing the school.

A World Bank study on special educational needs in Asia enumerates the following economic benefits from inclusive primary education:

- Reduction of social welfare costs and future dependence
- Increased potential productivity and wealth creation provided by education of children with impairments and disadvantages
- Through concomitant overall improvement of the quality of primary education, reduction in school repetition and drop-out rates
- Increased government revenue from taxes paid, which can, in part, be used to recoup the costs of initial education
- Reduction of administrative and other recurrent overheads associated with special and regular education, and
- Reduced costs for transportation and institutional provision typically associated with segregated services<sup>1</sup>

The exclusion of 10% of the region's children is largely due to widespread ignorance and prejudice in our society. This continues in spite of frameworks developed to address accessibility and inclusive education:

- At a regional level, UNESCAP (2000) adopted the resolution "Promoting an inclusive, barrier-free and rights-based society for people with disabilities in the Asian and Pacific region in the twenty-first century". It also extended the Asian and Pacific Decade of Disabled Persons, for another decade, 2003-2012 and in the Biwako Millennium Framework outlines issues, action plans and strategies towards an inclusive, barrier-free and rights-based society for persons with disabilities.
- At the International Level, the Convention on the Rights of the Child recognizes that all children have rights, The Dakar Framework for Action 2000, sets inclusive education as one of the main strategies to address the question of marginalization and exclusion (art. 8. viii), the Standard Rules on the Equalization of Opportunities for Persons with Disabilities consider both education and accessibility. These rules provide useful guidance for policy design and advocacy.

- Most recently, the Comprehensive and Integral International Convention to Promote and Protect the Rights and Dignity of Persons with Disabilities has a draft Article on Accessibility and an Article on access to education.
- At a national level there are many countries that have domestic codes and laws addressing accessibility and inclusive education. Many have developed Education For All Plans. However, implementation varies widely and generally they have been slow to adopt measures, with few substantive initiatives taken at policy level.

Notwithstanding some of the problems, together these documents recognize the human right of all children to inclusive education. It is important to note that accessibility and access to education is not the concern of a specific social group but is an essential prerequisite for the advancement of all. We need to build a consensus that it is not okay to exclude one out of ten children from accessing a basic right to education. Educational provision and support for all children must be appropriate, effective, affordable, implementable and sustainable. Surely, education must be responsive to diversity.

We need to care, not in an abstract way but in a way in which we make sure that our schools are accessible to all. In conclusion when all children have equal access to education, a better future is possible for all. They will have the knowledge to develop and contribute to society, to live in dignity and be counted. We must all begin to take action against barriers that exclude children from getting an education. Breaking down barriers can help assure that children with disabilities are not left behind

[Charlotte McClain-Nhlapo is on a leave of absence from the South African Human Rights Commission, where she is a Commissioner. Currently she is with the World Bank as an Advisor on Disability for Asia. Address: The World Bank, 1818 H street, NW Washington, DC 20433 USA. Email: \[cmclainnhlapo@worldbank.org\]\(mailto:cmclainnhlapo@worldbank.org\)](#)

<sup>1</sup> James Lynch (1994): Provision for Children with Special Educational Needs in the Asia Region. World

## Practice and Do not be Afraid

Farida Torobekova

How are classes being delivered in rural schools today? The schools often lack qualified staff and appropriate teaching material. All this affects the quality of teaching and the work of teachers who often have to solve problems on their own without much support. Let's briefly analyse an average class led by a regular teacher, with children sitting in three rows unable to see their class mates. The teacher only interacts with those sitting on the first few benches. Games and other interactive methods are hardly used. One may ask: Why? Perhaps, the answer is quite simple: Because many teachers have not participated in re-orientation and training programmes for a long time, especially not the teachers in the villages.

Since 2003, we have been implementing the Participation, Education and Knowledge Strengthening (PEAKS) project funded by USAID primarily aimed at improving teaching quality. As a part of this project, a wide range of activities are offered to teachers. Training is provided on approaches to include all children in the basic education process and provide quality education to all children regardless of their individual abilities and differences. Every child has the right to participation and education. The training activities enable teachers to analyse children's capacity, assess their development level or the type of barrier they may face. During the training sessions teachers are also encouraged to analyse their own capacities, and how to seek support from parents, other teachers, children and the community.

After their return from the training sessions many teachers are a bit afraid and wonder how all these new methods can be applied in their classrooms? Will they have a negative impact on teaching quality? Are they effective?

Zymyrat Rahmanovna Sadirova is a primary school teacher in Tajibai School of Nookat rayon (district), Osh oblast (sub-district).

She has been working in the school for 21 years. Since 2003, Zymyrat attended training programmes on inclusive education and the Step by Step approach. On being interviewed she said "I like the methods adopted during the training. We learn interesting games, new teaching methods, and approaches from other teachers". Zymyrat started to implement what she had learned immediately after the training. "At first, I was afraid to use the new methods of working with children, because we are used to standard form of classes, I mean traditional methods and traditional lesson plans. Now I can see the effect of the new techniques. It helps the children to become more self-reliant, open and active. My children are no longer afraid to speak out. We play a lot, and every game has a certain educational purpose".

Zymyrat says that at first all teachers are afraid to use the new methods since education authority officers (rayon or oblast education departments) may see such classes as useless because the class structure has changed substantially. Currently, we work together in pairs, small groups and clusters. We use a lot of time developing activities and interactive games. "Now I do not worry about my lessons as much as I did before. In my group I even have children with disabilities. I say that all children can learn, every one of them is talented and has varied achievements in different subjects".



Photo Courtesy of Save the Children UK, Kirgizstan

According to Zymyrat the PEAKS training programmes not only offers new methods but also encourages teachers to cooperate closely with parents and involve them more in the teaching and learning process. Teachers who attended these training sessions now develop special plans to involve parents. Zymyrat says: "This year, I intend to have more parents involved in my work. I plan to invite them to my classes to show them how their children work, try, compose and create something new. I believe that parents must be a teacher's

"right hand" and the most important is that they must be helpers to their children. I believe it is my duty is to raise their interest, show them the results of what parents and children can achieve when they work together".

Farida Torobekova is a field officer with Save the Children UK in Kyrgyzstan. She can be contacted through e-mail: [project@oshmail.kg](mailto:project@oshmail.kg) or: Save the Children UK; 302, Lenina Str., 16 Osh; Kyrgyzstan

**"Inclusion is adjusting and changing the practice in the homes, the schools and the society at large; making necessary changes; meeting the needs of all children/ individuals; regardless of their differences and ensuring that they have the opportunity to fully and equally participate in and contribute to what happens in their community"**

Martin Omagor-Loican, (09/2005, International Symposium - Indonesia)

**"The enrollment ratio cannot be increased unless the primary schools at the doorstep of these children are made open and welcoming through inclusive approach as it is not possible to open special schools at all locations."**

Prof. Abdul Hameed, (09/2005, International Symposium - Indonesia)

## Children Say What Makes a Good Teacher

The Education and Child Development Programme (MOE-UNICEF 2001-2005 China) promotes a child-friendly environment that raises educational quality and ensures that all school age children learn and grow in a safe, friendly and non-discriminatory environment. Teachers are a key factor to the realization of child-friendly schools by helping increase the interest of children in learning, participation and expression of their ideas.

*"Teacher Gao is like a mother to me. She listens to all our troubles and sadness, and helps us solve our problems."*

Zhang Qi, Grade 4

The Beijing Academy of Educational Sciences, invited Chinese children to share their views of an ideal teacher. Over 4000 children from all over China responded. Through words and drawings the children's messages clearly echoed the spirit of the

UN Convention on the Rights of the Child. It may be time for adults to start listening to children, to what they have to say in matters that affect them.

*"Teacher Shan is always so humorous in our writing class, and makes me greatly interested in that class. Unconsciously I came to love writing, and gradually learned a few tricks about writing well".*

Shi Yujing, Grade 5

Children in China revealed in their writings and drawings that they wanted teachers to respect their self-esteem, be sensitive to their emotional well-being, give freedom to self-expression, and be fair to all children regardless of background, gender, ability, or other individual characteristics. Most children dreamt of loving and caring teachers!

What is a good teacher has always been assessed by educationists, educational administration or teachers themselves.

Government officials, experts and scholars, as well as the public and media all have their own expectations.

However, not many have asked what children, at the receiving end of our educational services, have to say on this question. In fact, children are the *raison d'être* of the teaching profession, and through whom the profession derives its worthiness.

The book with children's voices in stories and drawings should be useful for teachers and teacher-trainers as a catalyst for self-reflection. It can also be used in peer-learning groups to motivate and help teachers to reflect together and seek ways to reach standards that children set for them. It is important that children's honest expressions inspire and motivate teachers to develop a responsiveness to their needs.

*"He treats every student equally. In his kind and pure heart he is never partial. As a student I think this is the most valuable thing about a teacher... In teacher Chen's class we feel relaxed and lively. He always "accidentally" asks some questions or makes some mistakes so that we can correct him. If we say something wrong he would not blame us. Instead he would smilingly say: "Good mistake! The mistake helps us find out problems". Not after very long, even the most timid student can raise his or her hand and answer his questions."*

Tang Yiyi, grade 4

Also in Pakistan a review was done looking at "What makes a good teacher" with the help of Save the Children-UK (2001). Not only children, but also parents and (head) teachers/colleagues were asked what makes a good teacher. The review found that a 'good' teacher was the outcome of a combination of factors, including education and (to a lesser extent) training, competencies (personal, social and pedagogical), and supervision and support of heads and colleagues.

*"Our teacher knows the name of every child"*  
Boy from Peshawar

*"She explains on the blackboard. If someone does not understand, then she seats the child next to her and explains again."*  
Girl from Kasur

*"She respects children, she always calls them 'aap' ('aap' ~ respectful form of 'you')*  
Girl from Lahore

*"The teacher keeps an eye on all children while teaching."* Boys from Haripur

Whether a teacher could deal with punishment and classroom management in a positive manner was often mentioned as a characteristic of a good teacher. Classroom management refers to those teacher behaviours that facilitate teaching and learning. They are particularly critical for handling large classes, teaching more than one class simultaneously, dealing with weak, shy, naughty and bright children. "What makes a good teacher" used interviews, focus group discussions, role-plays and drawings in collecting views of children about teachers. Children seemed to express themselves best through role-plays.

*"I teach different subjects differently. For example, I teach Urdu like a story. First I read, then children act out the lesson. I give every child the opportunity to read daily and poems are sung in rhythm"*  
Female teacher Peshawar

The review brought out some clear characteristics of good teachers. Good teachers are basically good human beings. They have a loving personality, are kind and warm-hearted, patient, assertive, flexible in attitudes, hard-working and committed to their job.

Good teachers are primarily child-focused. Their focus is not on the textbook or the curriculum, but on the child! They are very conscious of the different ways in which children learn, the differences between children, the need to use different methods to enable the child to learn (repetition, examples, individual coaching, peer teaching, etc.). Children in classes of such teachers do not need to take extra tuition classes after school hours!

Adapted from "Children Say What makes a Good Teacher" (UNICEF, China, 2004) and "What makes a good teachers" (Save the Children UK, Pakistan, 2001).



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RECOMMENDATIONS

# RECOMMENDATIONS

Taking account of national, regional and international obligations and commitments regarding the equal rights of children, the participants recommend that inclusive and child friendly education should be seen as:

- An approach to whole school improvement that will ensure that national strategies for 'Education for All' are really for **all**;
- A means of ensuring that all children receive quality care and education in their home communities as part of early child development, pre-school, primary and secondary education programmes, particularly those who are currently excluded from mainstream education or vulnerable to marginalisation and exclusion; and
- A contribution to the development of a society that respects and values the individual differences of all citizens.

This being the case, more than 500 participants from thirty countries attending this international symposium make the following recommendations for further enhancement of education systems in Asia and beyond:

1. Inclusion should be seen as a fundamental principle that provides the basis of all national policies
2. The concept of quality should focus on the social, emotional and physical development, as well as the academic achievements of children
3. National assessment and evaluation systems need to be revised in relation to the principle of non-discrimination and inclusion and the concept of quality mentioned above
4. Adults should respect and value all children, irrespective of their individual characteristics and circumstances, and take their views into account

5. All ministries should work together to develop common strategies towards inclusion
6. To ensure Education for All through the child friendly school (CFS) framework, the issue of non-discrimination and inclusion must be addressed in all dimensions of CFS, with coordinated and shared efforts between government and non-government organisations, donors, communities, local groups, parents, children and the private sector
7. All governments, and international and non-governmental organisations, should collaborate and co-ordinate their efforts to achieve sustainable development of inclusive communities and learning-friendly environments for all children
8. Governments should consider the social and economic implications of not educating all children, and should therefore include all school age children in their Education Management Information Systems (EMIS)
9. Pre- and in-service teacher education programmes should be revised in order to support the development of inclusive practices from early pre-school age and up with emphasis on a holistic understanding of child development and learning including early intervention
10. Governments (central, provincial and district) and schools should establish and sustain a dialogue with communities, including parents, about the value of a non-discriminatory and inclusive education system

The implication of these recommendations is that the principle of inclusion must be the basis of all strategies for raising standards within (formal and non-formal) education systems, developing child-friendly schools and, therefore, achieving Education for All. This must involve other agencies providing services to children and their families, such as health and social authorities and organisations supporting at risk groups. It also requires a continued commitment to in-country and regional networking.

## Children who are currently excluded or vulnerable to marginalisation and exclusion:

Source: Implementation Handbook for the Convention on the Rights of the Child - Fully Revised Edition; UNICEF 2002; page 28

### Grounds for discrimination against Children

The following grounds for discrimination and groups affected by discrimination have been identified by the Committee\* in its examination of Initial Reports (they are listed in no particular order of significance)

- gender
- disability
- race, xenophobia and racism
- ethnic origin
- sexual orientation
- particular castes, tribes
- “untouchability”
- language
- children not registered at birth
- children born a twin
- children born on an unlucky day
- children born in the breech position
- children born in abnormal conditions
- a “one child” or “three child” policy
- orphans
- place of residence
  - distinction between different provinces/territories/states, etc.
  - rural (including rural exodus)
  - urban
  - children living in slums
  - children in remote areas and remote islands
  - displaced children
  - homeless children
  - abandoned children
  - children placed in alternative care
    - ethnic minority children placed in alternative care
    - institutionalized children
    - children living and/or working in the streets
- children involved in juvenile justice system
  - in particular, children whose liberty is restricted
- children affected by armed conflict
- working children
- children subjected to violence
- child beggars
- children affected by HIV/AIDS
- children of parents with HIV/AIDS
- young single mothers
- minorities, including
  - Roma children/gypsies/travellers/nomadic children
  - children of indigenous communities
- non-nationals, including
  - immigrant children
  - illegal immigrants
  - children of migrant workers
  - refugees/asylum-seekers
    - including unaccompanied refugees
- children affected by natural disasters
- children living in poverty/extreme poverty
- unequal distribution of national wealth
- social status/social disadvantage/social disparities
- children affected by economic problems/changes
- economic status of parents causing racial segregation at school
- parental property
- parents’ religion
- religion-based personal status laws
- non-marital children (children born out of wedlock)
- children of single-parent families
- children in incestuous unions
- children of marriages between people of different ethnic/religious groups or nationalities

\*Committee on the Right of the Child



Indonesian National  
Ministry of Education



ROYAL NORWEGIAN MINISTRY OF FOREIGN AFFAIRS

BRAILLO ● NORWAY

international  
development  
partners

idp



Helen Keller  
INTERNATIONAL



# Fighting the Stigma and Discrimination against People Infected or Affected by HIV and AIDS

Samuel Nugraha

Why is HIV disease or AIDS different from other diseases? Mainly because fear, lack of knowledge and prejudices create stigma and discrimination against people who are either infected or affected by it. In order to respond successfully to the AIDS epidemic it is necessary to fully understand the challenges we are facing. At the early stages, we all thought that this issue “only” affected certain groups of people within our society and our response was therefore limited. As a result we lost focus, HIV is still spreading and supportive and inclusive environments are only available to a very small number of affected/infected.

We soon realised that HIV and AIDS is the responsibility of us all. We changed our approach and became more effective in the battle against the disease as well as the discrimination and stigma that often follow.

Confidentiality is a must. It is not our right to know someone’s medical status unless we are a part of that person’s support system. However, as teachers or doctors’ and other health care providers we should always treat this information with confidentiality. When we work with HIV and AIDS issues, it is common that we discover a person’s HIV status by accident or it is voluntarily shared with us by those infected or affected. Again we must keep this information to ourselves. If a person with HIV or AIDS disclose their status to us, our first reaction will probably be pity, which is in our human nature. We will want to provide an instant solution. However, it is important that we realize that we can never fully understand exactly how it feels to have HIV or AIDS unless we are infected. This realisation will help us to support people living with HIV or AIDS. We will know our limitation and our support will be more genuine. And then hopefully the trust will be built. When the HIV or AIDS label is gone out of our head, then we will treat a person infected with HIV or AIDS like any other human being. It will never be easy for any of us to deal with HIV and AIDS and

yet everywhere we turn our faces, we will find it, it is among us, therefore we are all affected by HIV and AIDS.

Access to quality education is the right of ALL children. Children infected or affected by HIV or AIDS are confronted with grief, fear and death and will need the support of an inclusive and child friendly environment in their schools and communities. This support will be crucial for their development. Teachers and counsellors will play a major role in addressing the concern of children, parents and communities related to the non-exclusion and non-discrimination of children affected or infected with HIV or AIDS as well as in a practical and realistic approach to HIV prevention.

With all our limitations regarding HIV and AIDS we must never think that we have all the answers or that we always know the best solution. We need to develop our network relating to HIV programs because to win this battle it takes everyone’s support and involvement. We often experience that we don’t know the answer but it is difficult to say: “We don’t know, when we don’t know”! But that is the only way how we can gain more knowledge, develop experience to improve our response and better contribute to the national and global effort to combat AIDS epidemic.

These thoughts have come from three years personal experience, being a former drug user and now living closely together with a person who is HIV infected, who happens to be my wife!



Samuel Nugraha is a partnership and network assistant with UNAIDS in Jakarta, Indonesia. He can be contacted on: [snugraha.unaids@un.or.id](mailto:snugraha.unaids@un.or.id) or UNAIDS, Menara Thamrin, Jl. M.H. Thamrin Kav. 3, 10<sup>th</sup> Floor, Jakarta 10250, Indonesia

## Exclusion of Girls from Education in Rural Pakistan

Parvez Pirzado

This article discusses the issues regarding barriers to girls' education in rural Pakistan. The data is drawn from various sources and some barriers have been identified which are hindering the progress of achieving the goals of Education for All.

Education for All (EFA) Dakar Framework for Action (2000) considers education as a fundamental human right and ensures good quality education of all children, especially girls, by year 2015. Pakistan is also a signatory of EFA document, but the target of achieving Education for All is still evasive. One of the objectives of Pakistan's National Education Policy 1998-2010 (Government of Pakistan 1998: 7) is 'to expand basic education qualitatively and quantitatively by providing the maximum opportunities for free access of every child to education'. The Government of Pakistan is striving to hard to improve the situation and achieve the desirable targets, but the state of education especially for girls in rural areas of Pakistan is alarming. There is lack of educational facilities for girls and high gender disparities are visible in education.

Pakistan has been placed at 135<sup>th</sup> position (out of 177 countries) in terms of Human Development Index (HDI) (Human Development Report 2005). The HDI is summary of a country's per capita GNP, literacy rates and life expectancy. Unfortunately Pakistan's performance is very poor in all the mentioned indicators. The net primary enrolment rate in Pakistan is just 46%, which is lowest in South Asia, and the number of out of school children is 13 million (out of 50 million children of age 5-9 years). Girls' educational attainment in Pakistan continues to lag behind the level of attainment of boys. This is seen in literacy levels and school enrolment figures, which reveal that large number of girls have limited access to even basic schooling. The overall literacy rate in Pakistan is 43%, but it is alarmingly low at just 18% for rural females. (Social Development in Pakistan 2004)

There are many barriers, and social and cultural reasons for this imbalance such as lack of educational facilities for girls, poverty and child labour. The problem of dropout is very serious and the percentage of dropout before completing the grade V is very high. Currently 56% children leave school before completing grade V (Social Development in Pakistan 2004).



Courtesy of Save the Children Sweden, Pakistan

Nicholas Stern (2001) indicated three major social divides in access to education. These are the wide gap between school enrolment rates for children living in urban and rural areas, children from rich and poor families and enrolment along gender lines. One of the major reasons of low female literacy rate is lack of educational facilities for girls, especially in rural areas of Pakistan. The ratio of girls' primary schools is 35% of all primary schools in the country and the number of female teachers is almost half of the male teachers (Data of 2000-01 available at website: [www.moe.gov.pk](http://www.moe.gov.pk)). On one hand many families view the formal education of girls as a waste of family resources and give priority to educating sons and on other hand some families who

want to educate their daughters can not send them to schools due to lack of separate schools for girls and lack of female teachers. Other factors include the distance of schools from villages and poor quality of teaching. As a result, the educational facilities and resources allocated to girls persistently fall behind those given to boys.

Poverty is another major barrier towards achieving the goal of Education for All. It has increased from 27% to 37% in Pakistan and about two thirds of the rural population lives below poverty line i.e. on less than about \$1 a day. (ADB: Pakistan; Country Strategy and Program Update, 2003). In Pakistan where the average family size is as big as 7 (Pakistan Contraceptive Prevalence Survey 1994-95), the income generating opportunities are less for the majority of population, its really difficult for children to be able to get to the school. Most of the children, who do not attend primary school or drop out early, live income poor households (The OXFAM Education Report: 2001). If there is any possibility for the poor to send some of their children to school, they prefer to send boys.

Poverty is closely related to the incidence of child labour. One of the most common reasons for children not attending school is that their families need them to work (EFA Global Monitoring Report 2003-04). With the growing inflation poor families are forced to involve all members in the income

generating activities, including children, in order to manage their kitchen. In cases of extreme poverty children may contribute up to 40% of family income for their survival. (DFID: The Challenge of Universal Primary Education, 2001). The rights of children are equally violated when they are forced to contribute to the family income. There are separate activities for girls and boys through which they contribute to family's Income. Girls in most parts of rural Pakistan are mainly involved in agricultural related activities, taking meals to workings in the field and looking after their younger siblings in case their mothers are also busy in agriculture work. Boys are often involved in selling food, working in garages, shops and carpet weaving businesses. The children mostly involved in child labour are in the age group of 8-15 years. This means that there is an obvious possibility that children leave school before reaching grade V.

The above mentioned barriers clearly indicate that the goal of achieving Education for All is not easy. There is a need for sincere commitment and systematic planning to ensure the inclusion of all children, especially girls, in education in the rural areas of Pakistan.

[Parvez Ahmed Pizado works for the Health Education and Promotion section in Aga Khan University - Institute for Educational Development Karachi, Pakistan. He can be contacted at email: parvez.pizado@aku.edu](mailto:parvez.pizado@aku.edu)

**“A holistic child centred education must be our mission!**

**One cannot focus on academic issues alone. This means that one must:**

- **Approach and nurture all aspects of development: physical, social, emotional and intellectual;**
- **Appreciate children's curiosity, fantasy, creativity, their opinions, ideas, interests;**
- **Appreciate, respect and trust children;**
- **Communicate and promote dialogue in the classroom”**

Miriam Donath Skjørten (International Symposium 09/2005)

**“A child friendly school is inclusive actively seeking all children and adopts effective child centred and creative classroom methods and there is no corporeal punishment or bullying. It is healthy, safe and protective environment and provides toilets and drinking water. It emphasises of participation by community and parents and ensures gender equity, not just equal numbers, but equity in content, treatment and respect.”**

Cliff Meyers (International Symposium 09/2005)

# An Experience of Emergency Preparedness Planning in Early Learning Centers

Divya Lata

*The purpose of this article is to share the experience and insights gained from undertaking emergency preparedness planning in two early learning centers affected by the Asian Tsunami in Sri Lanka. At the outset, it is acknowledged that the experiences have been preliminary and extremely limited in scale. However, they offer practical 'starting points' to similar initiatives and help staff, when working in extremely demanding situations, as is often the case in emergencies, to better respond and cope.*

## The challenge

The need for emergency preparedness planning is well recognised in international guidelines for relief and rehabilitation and are reflected in plans proposed and resources allocated by most agencies involved with emergencies. However, it is also a common experience that implementing agencies find it difficult to implement these plans with the desired urgency, scope and scale. Some of the challenges faced in the context of post-Tsunami rehabilitation were:

- need for technical guidance among field staff compounded with limited availability of time for training under pressure of achievement targets;
- desire to undertake a multi-sectoral, area-wide process for preparedness through local leadership and administrative structures, which had the potential for forging effective links and avoiding duplication but was often unwieldy and coordinating agencies were stretched
- limited availability of time with the community, fatigued by repeated visits by a number of agencies undertaking needs assessments and situation analysis and the perception that it would be inappropriate to discuss preparedness with communities still unsettled by the disaster.

## The process

In view of those challenges it was decided

to undertake the planning exercise as a hands-on Training-of-Trainers (TOT) which would meet some of the achievement targets of field teams. It was also agreed to develop the preparedness process bottom-upwards with the focus on early learning centres, and establishing wider linkages with other sectors and agencies as required by the unfolding process. The third key aspect was to develop the plans based on the data and knowledge available with the community and seek out technical details as required, rather than top-load the process with a lot of technical information. The key objectives of the TOT were:

- To develop the framework of emergency preparedness and response in two early learning centres;
- To undertake a hands-on Training-of-Trainers to develop procedures for emergency preparedness and response in early learning centres and develop the outline of a resource guide for their use.

Preparatory activities included agreement on a broad framework of the workshop with participating area teams (taking into account any activities already initiated) and identification of a core group of functionaries to initiate Emergency Preparedness planning in early learning centres. The site chosen for the workshop had easy access to two preschools that were affected by the Tsunami and an agreement with community members (including children) to engage with the planning process. The workshop included preparation of facilitation tools, especially for including children in the discussions, appropriate translations of key handouts and logistics arrangements.

Workshop sessions included preparatory work with the core teams to enable them to undertake discussions with members of the community regarding emergency preparedness as well as hands-on sessions in the community to initiate the participatory

planning process with a focus on the preschool centres. Key sessions included the following:

- Preparation for community dialogue
- Situation analysis with the community
- Understanding technical issues in emergency preparedness
- Session planning for community workshop
- Community workshop for emergency preparedness in early learning centres
- Follow-up planning

### **Some insights:**

#### **Preparedness planning enhances the confidence of the affected community**

During review, participants noted that the initiative generated a lot of interest in the community. The seed of the idea was planted and people were keen to develop village-level plans. It gave them a sense of control over their lives, which itself seemed to be therapeutic. Community members including children gave new, different and feasible ideas to incorporate in the plans. Children's needs were put on the table and shared with adults; children expressed happiness with this outcome and wanted more of such opportunities in the future.

#### **Capacity building needs to directly contribute to achievement of targets (critical in emergencies)**

In an emergency, there is a strong need for technical guidance among field staff, many of whom are new to the organisation as well as the sector they are working in. While the need for guidance is reflected in search for 'experts', modules and practical 'how-to' guidelines, available material is of little help as staff find it difficult to quickly read and internalise it. This is compounded with limited availability of time for training as staff are recruited and deployed to expedite delivery of goods and services, often at a phenomenal speed under an expanded programme with limited capacity. The task orientation of this hands-on workshop enabled the process to get support from area managers, who were responsible for ensuring achievement targets were met. Without this it would have been impossible

to get the process underway for want of staff time. The exponential potential of the TOT further enabled them to see the value of the workshop in meeting the larger need.

#### **Hands-on processes provide for effective learning**

TOT participants also said that it was useful to learn in a hands-on workshop, working directly with the preschool, to understand the concept of emergency preparedness through direct action. They felt the process was inclusive and women and children also participated. This enabled them to learn a range of skills such as facilitation, session planning, tools for participatory discussion and communicating with children. The workshop addressed the process of planning through a direct understanding of the situation and limited the use of technical terminology. This enabled the field-staff to develop their own thinking on the issues before getting into nuances of jargon and getting lost in "analysis paralysis" of terminology. However, the need for information on practical issues such as established practices of emergency procedures (e.g. evacuation process, verification of children etc.) was prominent.

It was also notable that community members continued to ask for 'experts' to help them plan, while they already have much of the knowledge required for preliminary planning (e.g. safe location of preschools, identification of safe areas, exit points, distances, routes, means of transport, provision for care of children and reducing uncertainty and fear etc.). It will be critical to work through these mind-sets to build on the feelings of being 'in-charge' experienced by the community through the workshop.

[Divya Lata has lead the country education programme of Aga Khan Foundation in India and worked in Afghanistan, Armenia, Bangladesh, Laos and Sri Lanka. Most recently she was an advisor to Save the Children UK, to provide technical backstopping to steer the Tsunami response on Early years for Save the Children in Sri Lanka. She can be contacted at \[Divya\\\_lata@yahoo.co.in\]\(mailto:Divya\_lata@yahoo.co.in\).](#)

# Girls' Education in South Asia: Breaking the Cycle of Disparity

## UNGEI - United Nations Girls' Education Initiative

### What is UNGEI?

The UN Girls' Education Initiative (UNGEI) was officially launched by the Secretary General of the United Nations in 2002 at the World Education Forum as an integral part of the Education for All (EFA) movement. UNGEI is part of a 10 year inter-agency global **advocacy** initiative, facilitated by UNICEF, which now embraces a wider network of international partners as a global flagship for girls' education in meeting the Millennium Development Goals (MDG). Efforts are now underway to strengthen UNGEI's presence at regional and national levels. UNGEI in South Asia includes: Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka.

### Why UNGEI in South Asia?

South Asia, home to one-fifth of the global population, is characterized by a high degree of hierarchical and patriarchal structures. Socially and culturally determined gender norms are embedded in the institutions of family, community and society the perpetuate inequality between boys and girls, men and women. These can act as barriers to developing inclusive, gender-sensitive, child-centred, quality education - the known ingredients for **getting** and **keeping** girls (and boys) in school!

Advances in girls' education will empower girls to participate and contribute to their respective economies and societies more broadly. More importantly, quality education will help change lives of both girls and boys for the better.

Where girls are also from disadvantaged groups, such as low castes or with disabilities, they face a double disadvantage. Thus, improvements for them will also impact upon breaking the cycle of broader discrimination.

Many countries in South Asia, even poor ones, have achieved gender parity and made solid and sustainable advances in girls' education. UNGEI wants to develop a culture of sharing and learning amongst South Asian countries by mobilizing a coalition of partners to promote and support innovations and share valuable lessons learnt in advancing girls' education in a South Asian context.

### UNGEI partners in South Asia

- UN and inter-governmental agencies engaged in multi-sectoral activities that have gender as a cross-cutting issue;
- International and regional NGOs, knowledgeable and experienced in the South Asian region;
- Key and strategic players in advancing girls' education at country level to ensure UNGEI stays focused upon valuable on-the-ground realities and expertise;
- 'Friends of UNGEI' in South Asia reflecting broader linkages at regional and global levels of committed partner agencies, institutions and individuals.

### Strategic objectives

- to develop a coalition of partners to collaborate more effectively for increased and improved education for girls in South Asia;
- to lobby UNGEI goals in influential policy and decision-making bodies for transforming policy and practices;
- to develop a regional knowledge bank for capacity strengthening of partners and information-sharing of expertise, innovations and promising practice oriented to a South Asia context;
- to provide support and encouragement to the roll-out of country level UNGEI coalitions (or their equivalents) in South Asian countries.

### What will UNGEI do?

- Advocacy and awareness raising of

- critical gender and inter-sectoral issues in girls' education;
- Lobbying and leveraging governments to mainstream girls' education;
- Documenting evidence-based case studies/vignettes from around the region of promising practices and popularizing them for media dissemination;
- Developing and disseminating policy briefs contextualized to South Asia of what works in girls' education;
- Collections of relevant publications, useful websites and expertise shared;
- Encouraging regional trend analysis and cross-border issues to be undertaken;
- Monitoring progress in girls' education regionally.

The UNICEF Regional Office for South Asia (ROSA) will support a Secretariat to develop this UNGEI partnership in South Asia. In thematic areas, prioritized annually, the UNGEI focal person will work with interested and relevant partners organised into UNGEI working groups to develop annual UNGEI work plans to support regional activities.

Adapted from: [UNGEI South Asia leaflet](#)  
For further information please contact:  
UNICEF Regional Office for South Asia (ROSA), email: [nspence@unicef.org](mailto:nspence@unicef.org);  
[pchhetri@unicef.org](mailto:pchhetri@unicef.org)

## Send-off and Arrivals at Bangkok

**Olof Sandkull** worked on education and human rights issues at UNESCO Regional Office in Bangkok from January 2003 to February 2006. During this time, he facilitated and supported regional network building for the promotion of inclusive education. Resulting, amongst others, in a regional workshop in Bangkok in October 2004 and another for the Pacific in Samoa in November 2005. He was instrumental in providing UNESCO support for launching the Regional Network and Newsletter of EENET-Asia (Enabling Education Network) and initiated the planning for a South Asia regional workshop for inclusive and child-friendly education (under the umbrella of EFA) to be held at the end of this year. Olof has pioneered the application of a human rights-based approach to education programming in close cooperation with the Office of the United Nations High Commissioner for Human Rights (OHCHR) and UNICEF. Olof will certainly be greatly missed in the region. Starting in March he will be working for SIDA (Swedish International Development Cooperation Agency) as desk officer in the Asia Department. Johan Lindeberg took over Olof's position in the UNESCO Bangkok Office in February 2006.

**Johan Lindeberg** is an Associate Expert in Education and Human Rights. He will be responsible for inclusive and right-based education at the Regional UNESCO Office in Bangkok. Johan is Swedish and replaced Olof in February 2006.

Before joining UNESCO Bangkok, Johan worked as a teacher (lower secondary school) in social studies for children with special needs. He has also worked as a project manager for an institutional development programme in Zambia. During the last few years his work focused on structural school system changes. He has participated in projects in different parts of the world all aiming to promote human rights- and inclusive education based methodology in schools and classrooms.

Johan will be working on promoting inclusive and rights-based education systems in the region.

You can contact Johan Lindeberg at:  
UNESCO Bangkok, APPEAL Unit, 920  
Sukhumvit Road, Bangkok 10110 Thailand  
Tel: +662 391-0880 ext: 312  
Fax: +662 391-0866  
Email: [j.lindeberg@unescobkk.org](mailto:j.lindeberg@unescobkk.org)

# Inclusion of the Child Friendly School Concept into Formal Teacher Education in Bhutan

Rinchen Dorji

Courtesy of NIE Bhutan



Perched in the heart of the Himalayas, the kingdom of Bhutan has a unique history of development of a formal education system. In the early 1960s, Bhutan opened its doors to the rest of the world and the forces of change and modernization. Since the start of the First Five Year Plan in 1961 remarkable progress has been made in the field of education. Access to basic education is now the right of all Bhutanese and it is the key to most of the nation's development objectives.

The government aspires to develop an education system which provides access to a free (at least at primary level) and a wholesome education for all children. Formal education in Bhutan consists of six years of primary education (including one year pre-primary), two years of lower secondary and two years of middle secondary education, two years of higher secondary and three years of college education. The official age for children to attend formal schooling (pre-primary) is 6 years. However, education even at the primary level is not yet completely free, neither is it compulsory.

The concept of Child Friendly School with the five dimensions based on the Convention on the Rights of Children (CRC) has been ratified by Bhutan as one of the

first nations in the world. This has created new enthusiasm for improving the education system. Bhutan has known and worked with ideas such as *caring schools*, *holistic education*, *wholesome education*, which all include aspects of the Child Friendly School (CFS) concept.

## Including the Child Friendly School (CFS) concept into Teacher Education

Instead of introducing CFS as a new idea the concept is being integrated into the existing pre-service teacher education curriculum in the two National Institutes of Education. The UNESCO Toolkit on Inclusive Learning Friendly Environment (ILFE) is being used in teacher training as well as for the development of in-service teacher education workshops and a module on inclusive education/child friendly schools for distance in-service education.

The existing pre-service teacher education curriculum is currently being reviewed and revised. It is understood by all involved that including the CFS concept and ILFE into the teacher training curriculum will help create a better balance between theory and practice in the different modules. Integrating the CFS concept into the teacher education curriculum will not just only make future teachers conscious about this concept, but will also support the nation's developmental philosophy of *Gross National Happiness*.

## How to integrate the CFS concept into the existing teacher education curriculum?

The five dimensions of CFS are being infused into the following existing modules:

- Child Development - Although student teachers are exposed to different aspects of child growth and development, the Convention on the Rights of the Child (CRC) has not been discussed in the past. The CRC will now be one of the

introductory topics under this particular module. Thus, the aim of establishing rights-based child friendly schools will be addressed through this course in the future. The concept of pro-actively seeking out all children irrespective of status, background and ability (1<sup>st</sup> Dimension of CFS) will help student teachers and practicing teachers to realize that all children have equal rights to quality education. The issue of *gender sensitivity* (4<sup>th</sup> dimension of CFS) will also be covered in this course under *Individual Differences*, which is a topic that is discussed at length within this module.

- Learning Process - In this module the potential role that family and community play in children's overall learning will be emphasized more (5<sup>th</sup> dimension of CFS). This will help student teachers to bridge school learning with other forms of learning taking place in family and in the community. It will also encourage teachers to invite community participation in school activities, which will make children's education more contextual and relevant (2<sup>nd</sup> Dimension of CFS). The importance of providing a *healthy and a protective learning environment* in school (3<sup>rd</sup> Dimension of CFS) is also covered in this module. This particular module will also table such critical issues as how to make children's learning more *participatory and empowering*.
- Education for Development & Bhutanese Education System - This course includes discussion about the general background of school organization. Involving parents, families, and community (5<sup>th</sup> Dimension of CFS) in education is also covered under this module. In general, parent-teacher conferences are poorly attended either because they are busy or because parents often feel intimidated by the school authorities' indifference or teachers' unfriendly and unwelcoming attitude. Building a school-community partnership, where parents feel accepted and involved as a part of the school community - Schools could explore possibilities of tapping community resources not just in terms of cash or kind, but even more in

using the available community knowledge and skills in contributing to children's classroom learning.

- Teaching Skills I & II and Teaching Strategies - These two modules provide student-teachers with the knowledge and skills of lesson planning. *Gender sensitivity* (4<sup>th</sup> Dimension) and *quality teaching and effectiveness* (2<sup>nd</sup> Dimension) will be better integrated into these modules. The school being *healthy and protective* (3<sup>rd</sup> Dimension) is also indirectly touched in these modules as part of effective classroom management skills and questioning skills, in which teachers are expected to ask questions in a non-threatening way to make students feel at ease.
- Introduction to School Guidance and Counselling - There are two introductory modules on youth guidance and school counselling, which comprises basic counselling processes and skills and some major theories of counselling. Creating a school that is *healthy and protective* (3<sup>rd</sup> Dimension) and *gender and diversity responsive* (1<sup>st</sup> and 4<sup>th</sup> Dimension) is already integrated into this module, but can be improved.



Courtesy of NIE Bhutan

### Practicing what we preach

The teacher training institutes in Bhutan plays a crucial role in promoting and strengthening the concept of CFS based on the Convention on the Rights of the Child (CRC). The two teacher training institutes in the country could reflect on its existing practices in the light of the following areas to see if the institutes are trainee friendly.

- How do trainees *participate* in the development of teacher education curriculum, e.g. in the present process of reviewing and restructuring the curriculum?
- How do the institutes involve trainees in taking *decisions* that would affect their life in the institute?
- How healthy and protective is the environment at the institutes for trainees? Are there written policies and regulations that support and protect trainees' rights, needs and welfare?
- Do trainees have access to safe drinking water and adequate water supply to maintain a healthy and hygienic lifestyle? How healthy and hygienic are the toilet facilities at the institutes?
- How effective and relevant are the teacher education modules offered in the different phases of the training program? How do the institutes maintain a good balance between theory and practice - both at institute level and related to school realities?
- Are there *gender* issues at the institutes? How do the institutes address such problems and issues if any? How are gender related rights protected? What is the gender balance among trainees? Is this different for B.Ed. primary and secondary education, and if so, why?
- Are support services (guidance and counselling) available at the institutes for trainees, and if so, how effective are these?
- How do the institutes contribute to the development of the *community*? Is there any mutually supportive partnership between the institutes and the community?

Addressing these and other issues at institute level and further improving and strengthening existing practices would ultimately contribute to better teacher education institutes for teacher trainees, which can pose as a model for Child Friendly School development.

Student teachers who have been trained and groomed in a Trainee/Student Friendly Institute will probably internalize the concept

of Child Friendly Schools more easily and implement such an approach in the schools they are posted in after graduation throughout Bhutan.

### Conclusion

The strategy adopted by the Royal Government of Bhutan and the Ministry of Education to include the child friendly school and ILFE concept into pre-service and in-service teacher training has been very positive.

Further capacity building on CFS development has been officially taken on as part of the regular in-service teacher training, while the pre-service curriculum is being reviewed and improved towards a more child friendly school development approach.



Courtesy of NIE Bhutan

With the support from the Royal Government of Bhutan with a vision of making education more wholesome and holistic, and transforming our schools into places where children feel accepted and trusted, irrespective of their socio-economic background, abilities, language, ethnicity, or other differences and finally, a place where children can find the opportunities to develop to their fullest extent possible is not far away.

Rinchen Dorji is working as a Lecturer at the National Institute of Education (NIE) in Paro, Bhutan. He can be contacted at [dorjirinchen04@yahoo.com](mailto:dorjirinchen04@yahoo.com), Postal Address: National Institute of Education, P.O. Box Paro, Bhutan

# Child Friendly Tent-School for Refugee Children in Pakistan

Terje Magnussønn Watterdal

## Earthquake Catastrophe

In the morning of 8<sup>th</sup> October 2005 the earth shook violently and within seconds the lives of tens of thousands of children in the mountains of Pakistan, India and Afghanistan were lost. The lives of many more were changed forever. No government, no schools, no communities can possibly be prepared for a catastrophe of such magnitude. In fact, many of the children that died during that horrible morning died in their classrooms.

## Refugees

Thousands of women, children and youth are accommodated in the refugee camps, an enormous tent village, in Islamabad (Sector H-11). Most of the men have returned to their villages to rebuild their houses and safeguard their property. The tent village was established with support from the Al-Khidmat Foundation in Pakistan, UAE Red Crescent Society, UNICEF, USAID and many other Pakistani and international organisations and individuals. Soon after the refugees arrived in the tent village Brig. (R) Maqsd-ul-Hassan, Director General of the Federal Directorate of Education (FDE) established a child-friendly tent school for more than 2,350 children from grade 1 to 10 with support from Mr. Mohammad Rafique Tahir (FDE), Ms. Samina Nadeem (FDE) and Ms. Talat Anjum (principal of a model school for girls in Islamabad).

## Child-Friendly Tent School

More than 20 child-friendly model schools in Islamabad support the tent school with 35 full time teachers. In addition 35 teachers, selected among the refugees, have been appointed as assistant teachers. These teachers, often from small village schools in Kashmir and the Northwest-Frontier Province of Pakistan receive a practical in-service training and re-orientation in inclusive and child-friendly classroom practices through team teaching with the experienced teachers from the model schools.

Much of the learning in classes is done through play, games and art, linking school with after-school activities. The classrooms (one tents for each class) were decorated with drawings and balloons and the children were sitting in rows or groups (depending on the activities) on colourful woven mats. In one of tents I saw a small boy, maybe just three or four years old, sitting right next to his older brother. The teacher told me that the brothers had lost their parents in the earthquake. The little boy was frantically afraid to lose his brother to, so he refused to stay behind with his neighbours while his older brother went to school every morning. The teachers accommodated them, allowed the little boy to join his brother, found activities the little boy could participate in, realising the trauma the boys had experienced. Throughout the school the atmosphere was interactive and participatory. In many ways I believe that many established 'child-friendly schools' in Pakistan could learn a thing or two on inclusiveness and child-friendliness from this tent-school. Another proof that the quality of a school does not depend on expensive school structures but rather on the interaction between children and teachers inside the classrooms, whether they are made from wood, brick, mud ... or in this case cotton!



Photo taken by  
Terje Magnussønn Watterdal

For more information you can contact Terje Magnussønn Watterdal on: [watterdal-terje@idp-europe.org](mailto:watterdal-terje@idp-europe.org) or mail: IDP Europe, P.O. Box 447, N-3101 Tønsberg, Norway

## EENET Asia Interview Sign-Language Development - An Inclusion and Rights' Issue:

Interview with Mr. Abdul Ghaffar, President of the Afghanistan National Association of the Deaf at the EENET Pre-Congress meeting at ISEC in Glasgow, Scotland on 31<sup>st</sup> July 2005.

**Anupam Ahuja and Terje Magnussønn Watterdal**

We believe that through talking and listening we learn - Conversations with professionals and activists can lead us to see other points of view and help us to create inclusive settings for ALL learners with their diverse needs, abilities and aspirations. We get ideas through the experience of others on how we can facilitate and encourage increased interaction within and between communities. The focus of our brief conversation with Mr. Abdul Ghaffar was to highlight the development of sign language in Afghanistan and gather his personal perspectives on their use in inclusive settings. We also attempt to share some of the personal accomplishments of Mr. Abdul Ghaffar and his colleagues in the Afghanistan National Association of the Deaf (ANAD) and the important contribution persons with disabilities are making to the development of our societies.



Photo taken by Anupam Ahuja

### ***Please tell us a little about yourself and you years in school?***

I was born in Kabul. When trouble broke out in Afghanistan my family fled to Pakistan. You see during my school years inclusive schooling did not yet exist. In fact there were (and still are) many special schools for the deaf in Pakistan during that time. I was 9 years old when my father enrolled me in a government special school for the deaf in Lahore. I studied in the special school for 10 years before I returned to Peshawar. In school I learned Urdu sign language.

### ***Tell us something about your professional career before you joined the American National Association for the Deaf?***

In the early 90s I think it was 1992 I met an American Sign Language consultant. He had come to work in a refugee camp. This meeting proved to be a turning point of kind in my profession. I learned to use the English sign language and was impressed to see how well developed it was. I worked with him and trained young deaf children living in the Afghan refugee camps in Pakistan. During this time the International Labour Organisation (ILO) office in Kabul moved to Peshawar and they decided to promote the development of Afghan sign language. I supported this effort and we developed 650 words. Later I continued the work on the Afghan Sign Language in co-operation with UNDP, SERVE and HIFA (Hearing Impairment Foundation Afghanistan)

*“A workshop for the development of Afghan sign language was jointly organised by CDAP/UNDP, SERVE/SHIP, and HIFA in Kabul. Nine hearing impaired people and three professional facilitators from HIFA Kabul, SHIP Jalalabad, and CDAP Peshawar shared their experiences on how to develop an Afghan National Sign Language Dictionary of 2,000 words and signs. Around 500 new signs were collected by hearing impaired people and were approved in this workshop.*”

*The second phase of this workshop was arranged in Peshawar where the group finalised the '2000 words sign language dictionary', which will be mainly used to educate hearing impaired people." From a United Nation - Assistance for Afghanistan - Weekly Update - Issue No. 356 - 28 March 2000*

We continued with the effort and in a short time we added more words. We had long discussions and debates in the country on issues related to the development and use of sign language.

***What is the current focus of your work?***

I am currently based in Kabul and leading the Afghanistan National Association of the Deaf. We have 450 members working in 8 regions. We continue the work on the development of a national sign language. We also provide input to organisations working with issues related to hearing impairment in Afghanistan. In the year 2000 we conducted a teacher-training programme. This was well received and since then we have received many requests for preparing teachers for meeting the needs of the children with hearing difficulties.

We also work towards preparing children for the mainstream school system. Our role is to support teachers and provide children with skills that prepare them to learn with other children in ordinary schools. As a result of one these initiatives we have currently 120 children who have already completed primary school. We have also succeeded in supporting the inclusion and participation of young children at the preschool level and early primary classes.

***What are the prevailing attitudes of the community for the deaf?***

There is general lack of awareness and acceptance towards the deaf. Many deaf children often feel isolated even in their own families. Girls and women often times feel doubly disadvantaged because of the lack of proper educational facilities and because of the poor marriage prospects. Men with hearing impairment who have paid work can find women with good hearing as marriage partners. Usually parents who have many daughters in the family, or are poor, are willing to marry off their daughter to a deaf man considering the financial security that they can provide. However it is rare to see men with good hearing opting to marry women with no or poor hearing.

This is why we are supporting the employment of deaf female teachers in the Afghan Association of the Deaf to ensure that deaf girls in future will have better possibilities in the labour market and more success in their private lives.

You can have more information about the Afghan National Association of the Deaf through their web page: [www.disabilityafghanistan.org/anad.htm](http://www.disabilityafghanistan.org/anad.htm) and you can reach Mr. Abdul Ghaffar at: [anad\\_af@yahoo.co.uk](mailto:anad_af@yahoo.co.uk) or: [ghaffar\\_deaf555@hotmail.com](mailto:ghaffar_deaf555@hotmail.com)

**“Access to Rehabilitative Health Care as a Pre-requisite for Successful Inclusion”**

Karin van Dijk (09/2005, International Symposium)

**“It is these barriers that people with disabilities experience that result in their social exclusion. In other words "disability" is not something that people possess, or that is inherent to the person or group but rather it is the inability for society to recognise difference and remove barriers that inhibit the full inclusion and participation off the person with a disability.”**

Charlotte McClain-Nhlapo (09/2005, International Symposium)

# Events

## UNESCO organises the first Pacific Region Workshop on Inclusive Education: 23-25 November 2005 in Samoa

Olof Sandkull

The workshop was a collaborative effort of UNESCO in Paris, Bangkok and Apia. Policy makers and practitioners from the Ministry of Education and teacher education institutions as well as representatives from international organisations and the disability movement from ten countries in the Pacific attended the workshop. The objective of the workshop was to share innovative approaches and to learn from experiences of implementing inclusive education practices.

Different workshop modalities were used including presentations, group work, videos and a school visit. Two parallel thematic group sessions focused on (1) the implications for teachers and teacher education and on (2) strengthening parent and community involvement and the role of civil society. Participants had an opportunity to see inclusive practices in action when visiting the Vaimoso Primary School in Apia. This visit also highlighted the use of the UNESCO Toolkit for Creating Inclusive, Learning-Friendly Environments, which is being piloted in four primary schools in Samoa. Rebekah McCullough who has been assisting in the pilot project expressed that “it has been wonderful to be part of the process and to witness the blossoming of this inclusive education process in the schools and to see the innovation and the commitment that people have put into this; they have made it theirs.”

The workshop enabled participants to share valuable resources and practices at the global, regional and local levels. In particular, examples of surveys of children with disabilities from Pacific countries were shared. One of the key points highlighted in the workshop was the link with EFA, as inclusive education is seen as one of the

means to achieve EFA. An issue much discussed during the workshop was the commonly held view of inclusive education being for children with disabilities only. UNESCO is, however, promoting a broader view, which encompasses all children excluded on grounds of gender, ability, ethnicity, linguistic or poverty related reasons. Getting all children into school is therefore only a first step. At the heart of inclusive education is the need to transform regular education into systems that can provide quality education for all learners.



Photo by Olof Sandkull

The outcomes of the workshop included the establishment of Enabling Education Network (EENET) Pacifika with initial support from UNESCO Bangkok. This network will facilitate information-sharing on inclusive practices. Among the recommendations developed during the workshop were the need to (1) organise awareness campaigns on inclusive education to increase government support, (2) more effectively use regional mechanism for fundraising and joint activities, (3) ensure a more proactive role for EFA Coordinators, (4) reform teacher education to support inclusive practices, (5) review national legislation to enforce inclusive education, and (6) strengthen

relationships with the respective National Commissions for UNESCO.

UNESCO Bangkok also featured its newly released booklet on good examples of inclusive education in the Pacific region. Mr. Edgar Tari, representative of UNICEF's Child Friendly Schools (CFS) Project in Vanuatu explained the important link between inclusive education and CFS by stressing the need of working with local teachers and curriculum advisers to identify children who are out of school and developing mechanisms such as flexi-time.

Dr. Vincencio Pongi, Director of the UNESCO office in Apia for the Pacific States, noted the fruitful discussions and decisions reached during the workshop, adding that "we trust that our participants will now be in a better position to advice, incorporate and implement inclusive approaches in their respective countries."

For more information and the workshop report, please visit: [www.unescobkk.org/ie](http://www.unescobkk.org/ie). email: [o.sandkull@hotmail.com](mailto:o.sandkull@hotmail.com)

## Child Helpline 129 Introduced in Indonesia

Jipy Pricilia

Indonesian children will soon have access to someone to talk to whenever they experience problems or abuse. Just by dialing 129 toll-free, children can get necessary help. Child Helpline 129 will also benefit parents and teacher. Child Helpline 129 is a call-help system accessible by for children whenever they need help or someone to talk to. Child rights and child protection are as the key principle for Child Helpline for providing assistance in emergency situation. It also gives children an opportunity to express their concerns and talk about issues affecting them. According to international statistics 15% of the calls made by children to Helplines throughout the world were school and peer related, while others were sexuality, abuse and health issues and a host of other issues that affects a child's learning.

Child Helpline 129 will collaborate with various government or and non-government organisations which provides social and education services. These institutions can be included in the referral system of the child helpline through which children with particular problems may be assisted.

On 19<sup>th</sup> January 2006 a national workshop on Child Helpline 129 was initiated by ( the Ministry of Social Affairs, the Ministry of Women Empowerment) and Plan International. Attending the workshop were representatives from the Ministry of Internal Affairs, UN agencies, international partners

and INGOs (Braillo Norway, IDP Norway, World Vision, Save the Children), local NGOs (SPMAA, Kalam Pratista, etc), the Indonesian Police, hospitals and universities. Participants came from Jakarta, Bogor, Surabaya, Makassar and Banda Aceh.

Child Helpline 129 will be piloted in four big cities (Jakarta, Surabaya, Makassar and Banda Aceh). During the workshop the participants made action plans to launch Child Helpline 129 in July 2006 in their respective cities. The action plans include: need assessment, resource mapping, organisational structure, training for operators in call centres, dissemination and advocacy initiatives, installation of helpline system, and commitment building among stakeholders.

**Workshop Nasional  
Telepon Layanan Anak  
INDONESIA**



Hotel Aryaduta Jakarta, 19 Januari 2006

If you would like to know more about Plan and the Child Helpline initiative please contact: [jipy.pricilia@plan-international.org](mailto:jipy.pricilia@plan-international.org)

## Child Friendly Syariah School: A Family Adventure

Nuril Hidayat and Mohamad Ali

On Sunday, 22<sup>nd</sup> January 2006 pupils, parents and teachers of the Muhammadiyah Primary School in Kottabarat, Solo in Central Java were gathered at the Tlatar fish farm and recreation centre just outside the city. The outdoor activity programme was designed to motivate children to learn through play. Parents were encouraged to be more active in the teaching learning process. By preparing for the event the teachers got a lot of new ideas on how to develop more creative and interactive education programmes. Children and parents were empowered as additional teaching resources learning to use the natural environment as a source of learning about science, language, mathematics and other subject matters.

The activity was planned and organised by the parents, teachers, the school committee and fish farm management. It was announced to the students before the school holiday who all decided on when the activity would take place. The theme “Oh Allah, I care for your water” was divided into eight topics.

The participants were divided into eight groups according to the number of topics. All the groups were named after one of the 99 names of Allah. The groups named were;

اللَّطِيفُ [Al-Lathif]

“the Gentle and Subtle One” for topic: water absorption [Science and Character Development/Building];

الرَّزَّاقُ [Al-Razzāk]

“the Provider” for the topic: water as food source/food chain [Biology and Character Development/Building];

الْبَدِيعُ [Al-Badī]

“the Originator” for the topic: position of objects in water [Art and Environmental Studies];

النَّافِعُ [Al-Nafi’]

“the Grantor of Benefits” for the topic: all the benefits we get from water [Science and Character Development/Building];

الْحَيُّ [Al-Hay]

means “the Ever Living One” for the topic: of everything that lives in a pond [Biology, Mathematics, Character Building/Development and Bahasa Indonesia];

الْعَزِيزُ [Al-Azīz]

“the Mighty and Victorious” for the topic: water pressure [Physics, Civic Studies, Mathematics and Technology];

الْجَامِعُ [Al-Jami’]

“the Gatherer” for the topic: gathering and collection of water [Science, Mathematics and System Building], and;

الْقُدُّوسُ [Al-Qudūs]

“the Most Holy and pure from any Imperfection” was used as name for the group with the topic: still, smooth and perfect water surfaces [Science and System Building].

The groups were therefore mixed with members from grade one to six. The parents were divided in groups according to their children. The programme started with a discussion about water, both based on a quote from Al Qur’an on water as well as on water science. A student volunteered to read the quote in Arabic and in translation into Bahasa Indonesia. One of the mothers explained about different aspects and use of water. Each of the groups then conducted practical and playful experiments according to the topics they had been given. Discussions, questions and answers, note taking and recording were done throughout the day. At the end, the children and parents reflected on the day, drawing conclusions, summarising and making comments. After this the parents waded

around in the water and collected fish and sea grass before they all had lunch together.

In addition to the lunch, snacks had been prepared since the early morning with banana, cassava and nuts. Ship-shaped plates were made from recycled paper. Afterwards all the trash was separated between organic and non-organic materials to promote environmental awareness among the children and their parents.

Here is a small selection of comments from the children:

- *Happy but tired!*
- *Liked this programme because I could learn and have fun at the same time!*
- *Happy! Tired! Want to do it again! Didn't quite understand all the explanations though.*



Photo taken by Muhandiyatmoko

Mohamad Ali is the headmaster of the Muhammadiyah Primary School with Special Programme in Kottabarat, Solo in Central Java while Nuril Hidayati is a teacher in the same school and the co-ordinator of the adventure programme. Both can be reached through [cfsc@idp-europe.org](mailto:cfsc@idp-europe.org) or SD Muhammadiyah, Jl. Dr. Muwardi No. 24, 57142 Surakarta, Jawa Tengah

## Announcement: ICEVI World Conference Kuala Lumpur, Malaysia, 16<sup>th</sup> - 21<sup>st</sup> July 2006

The 12<sup>th</sup> ICEVI World Conference to be held on 16 - 21 July 2006 will provide participants with a vast opportunity to stimulate and generate new ideas and promote the exchange of information and experiences with educationist, practitioners, trainers of visually impaired people from all over the world.

The conference will examine achievements, challenges and strategies in bringing all segments into the mainstream so as to achieve equality in education. A series of plenary sessions, parallel sessions, poster presentation, exhibits, tours and social events will comprise the five-day programme.

Key themes for the presentations are:

- Attitudes and Policies,
- Human Resources,
- Strategies for Change
- Personal and Conference Reflections

An EENET Asia Open Meeting highlighting Regional EFA initiatives will be held during the World Conference with support from UNESCO Jakarta and IDP Norway.

You can register online via [www.icevi.org](http://www.icevi.org) or [www.mab.org.my](http://www.mab.org.my). A PDF version of the registration can be downloaded through [www.mab.org.my/events/ICEVIRegistForm.pdf](http://www.mab.org.my/events/ICEVIRegistForm.pdf). A preliminary schedule is available at [www.mab.org.my/events/conferencetheme.html](http://www.mab.org.my/events/conferencetheme.html).



# Focusing Resources on Effective School Health - FRESH - Achieving Education for All

Alisher Umarov

At the World Education Forum in Dakar it was agreed that “Learning environments should also be healthy, safe and protective. This should include: (1) adequate water and sanitation facilities, (2) access to or linkages with health and nutrition services, (3) policies and codes of conducts that enhance physical, psycho-social and emotional health of teachers and learners, and (4) education content and practices leading to knowledge, attitudes, values, and life skills needed for self-esteem, good health, and personal safety.”

Recognizing the fundamental connection between health and education, and the urgent need to stem the tide of HIV/AIDS, school health experts at UNESCO, UNICEF, WHO, the World Bank, Education International, Education Development Center and the Partnership for Child Development have come together to develop a framework for comprehensive school health programming named FRESH (Focusing Resources on Effective School Health). FRESH is one of the EFA nine inter-agency flagship initiatives launched at the World Education Forum in Dakar. Since the launch in 2000, it has been endorsed by a variety of other agencies and initiatives.

The FRESH initiative is linked to all six goals of EFA, by identifying and addressing the diverse health related problems that interfere with enrolment, attendance and learning. To achieve these six goals, the following four components are defined as the framework, which should be made available together, in all schools:

- Health related school policies;
- Provision of safe water and sanitation facilities;
- Skills-based health education;
- School based health and nutrition services.

In order to use the FRESH framework effectively and to develop stronger commitment for school policies, there is a

need for close collaboration between the Ministries of Education and Health, as well as the wide public partnership. In this regard “**UNESCO Regional Workshop on Education Sector’s Response to HIV/AIDS and adoption of FRESH initiative: The role of Comprehensive School Health to support EFA**” was organized in Jakarta on the 22-23 February 2006.

The workshop was organized by UNESCO Jakarta in collaboration with the Indonesian National Commission for UNESCO, the Ministry of National Education in Indonesia and local partners - Plan International Indonesia and Komite Kemanusiaan Indonesia (KKI). UNESCO Bangkok provided technical assistance.

Representatives from the Ministries of Education and Health of four countries (Indonesia, Malaysia, the Philippines and Timor Leste) took part in the workshop. Together with 40 representatives from different agencies in Indonesia, they discussed how to integrate HIV/AIDS preventive education into the school health programs. The participants also worked hard to draft National Action Plans for HIV/AIDS preventive education through the FRESH framework.

Many participants repeated that starting from university level teachers ought to be better prepared to deal with HIV/AIDS related issues in schools. The participants also called for more co-operation between FRESH, HIV/AIDS preventive education, inclusive education, child-friendly schools and many other programs and approaches, because activities in one area could be reinforced by related actions in the other areas and all of them target schools.

“We need to focus on the school environment as an arena for change and inclusion, with the teachers and principals playing a lead role in HIV/AIDS prevention. Including the excluded and keeping the

young generation sound and healthy lies at the core of FRESH. Therefore we need to seize the opportunity of this initiative and take a FRESH approach to school health” - Mr. Simon Baker from UNESCO Bangkok remarked during the closing ceremony. The message had been taken to follow up by the participants with their respective agencies and with a hope to meet again to report about the implementation of the action plans in these four countries. For those who plan and implement school-based health programmes to use the FRESH approach

and interested about the practical tools for achieving the best results, please request a FRESH CD-ROM from UNESCO Jakarta at: [jakarta@unesco.org](mailto:jakarta@unesco.org) or you can download it from our web page: [portal.unesco.org/education/fresh](http://portal.unesco.org/education/fresh)

Dr. Alisher Umarov is Programme Specialist on Education at UNESCO Jakarta and can be contacted at [a.umarov@unesco.org](mailto:a.umarov@unesco.org) or by mail to: UNESCO Jakarta, P.O. Box 1273/JKT, Jakarta 12110, Indonesia

## World AIDS Day and HIV/AIDS Jamboree for School Children in Jakarta, Indonesia



White-Band painting by student; Text: Fight AIDS

In the framework of the Global Movement for Children and the World AIDS Campaign 2005 the National Ministry of Education, UNESCO, PLAN International, Save the Children UK, Braillo Norway, IDP International Development Partners [Norway], Yayasan AIDS Indonesia, PKBI Jakarta, Komite Kemanusiaan Indonesia [Committee on Humanity] organised two events. These were aimed at raising awareness and spreading knowledge about HIV/AIDS among school children in Jakarta, Banten and West Java.

An HIV/AIDS Jamboree for school children was held on 26<sup>th</sup> November in a park near Jakarta Zoo. Two hundred children age 11 to 18 were invited to the event. They followed a series of games called AIDS Track, engaging children in discussions about HIV and AIDS through interactive games. Despite pouring rain all the children participated actively in the activities prepared by the organisers. As a conclusion of the discussions the children formulated a pledge that was read out during the White

Band event a few days later.

The White Band event was held on World AIDS Day, 1 December 2005. It started with a soft campaign at the Hotel Indonesia roundabout in the centre of Jakarta. Around 60 students and activists distributed HIV/AIDS information handouts to cars passing the roundabout. A 350 meter white banner encircled the fountain in the middle of the roundabout. The activity continued at the Jakarta Proclamation Monument. More than 500 students from secondary schools and non-formal education took part in the event. After the speeches, press conference and concert, young artists, activists and the Indonesian Youth Ambassadors led the participants to state the pledge together and write their thoughts about HIV/AIDS on 350 meter long white banner.

For further information go to: [www.idp-europe.org/indonesia](http://www.idp-europe.org/indonesia) or contact Mira Fajar on [m.fajar@unesco.org](mailto:m.fajar@unesco.org) and Alexander Hauschild on [hauschild-alexander@idp-europe.org](mailto:hauschild-alexander@idp-europe.org)

## Readers Response ...



“My colleagues and I thoroughly enjoyed reading the Inaugural issue of EENET ASIA and we congratulate the team for their efforts. Our field staff drew a lot of inspiration from the write-ups from Mongolia, Bangladesh and the thoughts shared in the “EENET ASIA Interview”. We have approached the writers for more information. It helps to know that we are not the only one with the challenges that appear too big at times!

Let me briefly share some information about us. Our organization has been actively working in the field of education, health, drinking water and drought relief in the Basmer district in Western Rajasthan. This area falls under the Thar dessert. Here, mostly young girls and women walk long distances to fetch water. The status of education for girls and women is dismal as due to feudal ethos people prefer to send their boys to school. We look forward to sharing more about our work.”

**Mahesh Panpalia, Chief Executive Dhahara Sansthan, Society for Development Health and Hygiene and Rural Action: dharasansthan1@rediffmail.com**

"Such a newsletter is very important for our teachers to read. Please, keep sharing this with us."

**Mr. Needrup, Centre for Educational Research and Development (CERD), Paro, Bhutan**

“Thanks for this. I was surprised to see the quotation on the front of EENET (I have to come to a frightening conclusion, etc), which was taken from a poster at the Ministry of Education in Pakistan. If only all our teachers understood this truly and would change their relationships with children accordingly..... Our Ministry in fact has made some good attempts at improving schooling in the country. For example a National Committee was formed in 2000 to draft a Conceptual Framework for the new Curriculum. It is absolutely excellent – but sadly there is no sign of it trickling down into the curriculum or textbooks or classrooms so far..... Very interesting reading indeed!”

**Debbie Kramer-Roy (Aga Khan University, Institute for Educational Development): debbie.kramerroy@aku.edu**

“Dear EENET Asia Editors, we have added an item on the Asia and the Pacific Education for All (EFA) Website about the release of the EENET Asia newsletter. Please keep us posted as well when you release the next issue of the newsletter. We also welcome any news items and other documents which you think can be posted in the EFA Website.”

**The Regional EFA Coordination Team, UNESCO Bangkok**

“By the way, I happened to come across with the first issue of EENET Asia Newsletter upon my Internet search. It looks GREAT! Congratulations for kicking it off! It is really great accomplishments and pushing us forward that you've been doing. I admire your leadership, commitment, etc. Warmly”

**Maho Kasahara, Consultant, World Bank: mkasahar@syr.edu**

## Useful Publications

**The state of the World's Children 2004: Girls, education and development**  
**The state of the World's Children 2005: Childhood under threat**

Contact [pubdoc@unicef.org](mailto:pubdoc@unicef.org) to get a free copy or download from [www.unicef.org/sowc04](http://www.unicef.org/sowc04) and [www.unicef.org/sowc05/english/index.html](http://www.unicef.org/sowc05/english/index.html)

**Towards responsive schools: supporting better schooling for disadvantaged children** (case-studies from Save the Children) - Serial No. 38

Download from: [www.dfid.gov.uk/pubs/files/towardsresschoolsedpaper38.pdf](http://www.dfid.gov.uk/pubs/files/towardsresschoolsedpaper38.pdf)

**Multi-grade teaching: A review of research and practice**, A. Little (ISBN 0 90250 058 9) - Serial No. 12

Download from: [www.dfid.gov.uk/pubs/files/mulgradeteachedpaper12.pdf](http://www.dfid.gov.uk/pubs/files/mulgradeteachedpaper12.pdf)

**Health and HIV/AIDS education in primary and secondary schools in Africa and Asia**, E. Barnett, K. de Koning, V. Francis (ISBN 0 90250 069 4 - Serial No. 14

Download from: [www.dfid.gov.uk/pubs/files/healthedafasiaschedpaper14.pdf](http://www.dfid.gov.uk/pubs/files/healthedafasiaschedpaper14.pdf)

**The effectiveness of Teacher Resource Centre Strategy** - Knamiller G. (Ed.) Serial No. 34

Download from: [www.dfid.gov.uk/pubs/files/effteachrescenstratedpaper34.pdf](http://www.dfid.gov.uk/pubs/files/effteachrescenstratedpaper34.pdf) or contact [enquiry@dfid.gov.uk](mailto:enquiry@dfid.gov.uk) for the above (free) documents.

**Cooperative Learning**

[www.co-operation.org/pages/cl.html](http://www.co-operation.org/pages/cl.html)

**Constructivism as a paradigm for teaching and learning (online workshop)**

[www.thirteen.org/edonline/concept2class/constructivism/index.html](http://www.thirteen.org/edonline/concept2class/constructivism/index.html)

**A wide selection of material about 'Teaching Principles & Practices' as well as 'Assessment and Evaluation'**

[leo.oise.utoronto.ca/~lbencze/Teaching.html](http://leo.oise.utoronto.ca/~lbencze/Teaching.html)

**Early Childhood Matters (July 2005 / No. 104) Responses to young children in post-emergency situations**

Download from: [www.bernardvanleer.org/publication\\_store/publication\\_store\\_publications/Early\\_Childhood\\_Matters\\_104/file](http://www.bernardvanleer.org/publication_store/publication_store_publications/Early_Childhood_Matters_104/file) or contact: [registry@bvleer.nl](mailto:registry@bvleer.nl)

See also: [www.ecdgroup.com](http://www.ecdgroup.com) for resources on early child care and development

**Creating new choices: A violence prevention project for schools in Australia** (by: M. Sidey)

Web page: [www.ibe.unesco.org](http://www.ibe.unesco.org) or write to International Bureau of Education PO box 199, 1211 Geneva 20, Switzerland for the (free) document.

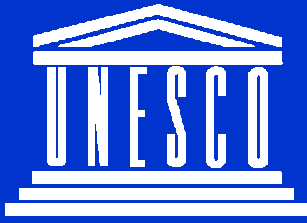
**Highland Children's Education Project - Good lessons learned in basic education. A Pilot project on Bilingual Education in Cambodia** (J. Middelborg)

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